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ABSTRACT

This report summarizes the content and implementation strategies of the orientation seminar that the Unesco Institute for Education (UIE) has conducted to acquaint Arab states with strategies for developing postliteracy and continuing education programs in a lifelong learning framework. The first two sections outline the UIE project on the development of learning strategies for postliteracy and continuing education and the conceptual and methodological aspects of the seminar. Provided next are synopses of the presentations addressing the following topics: a global overview of literacy and postliteracy programs with special reference to the Arab states, literacy and postliteracy programs in the perspective of lifelong education, coordination of postliteracy with other development concerns, some curricular aspects of postliteracy and continuing education, learning strategies for postliteracy and continuing education, problems and issues of special significance for Arab states, evaluation of postliteracy and continuing education programs, and study visits. National and regional guidelines for further action are set forth. The guide concludes with an evaluation of the seminar and a list of suggested follow-up actions. Appendixes to this report include a daily time schedule and lists of countries where case studies have been conducted, countries and regional organizations that have participated in the seminars on postliteracy and continuing education, participants, and documents presented during the conference. (MN)

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post-literacy and continuing education

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AN ORIENTATION SEMINAR FOR THE ARAB STATES ON THE DEVELOPMENT OF LEARNING STRATEGIES FOR POST-LITERACY AND CONTINUING EDUCATION IN THE PERSPECTIVE OF LIFELONG EDUCATION

Hamburg, 28 October – 8 November 1985

FINAL REPORT

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Co-operation has been the key to the successful implementation of the project on the development of learning strategies for post-literacy and continuing education in the perspective of lifelong education that the Unesco Institute for Education (UIE) has been carrying out since 1980. Without the great interest and commitment of many persons and organisations whose participation is described in one section of this report, this project could not have been undertaken.

As regards the Orientation Seminar for the Arab States conducted as part of this project, we wish to express our deep sense of appreciation and thankfulness to those who took personal interest and contributed to the success of the seminar.

The Federal Republic of Germany provided a generous grant as extra-budgetary support for this project which covered all the major costs of both the research component and the research-based Orientation Seminar for the Arab States, as was provided in a similar way for work previously undertaken for the African, Asian, and Latin American and the Caribbean regions. We are extremely thankful to the Federal Republic of Germany for this grant which made it possible for this programme to be carried out on such a scale.

We are very grateful to Dr Hans Meinel, Secretary-General, and to Dr Gisela Steffens from the German Commission for Unesco (DUK), Bonn; to Mr Paul Mhaiki, Dr John Ryan and Dr Arthur Gillette from the Division of Primary Education, Literacy and Adult Education, and Education in Rural Areas (ED/PLA) at Unesco Headquarters for their support and advice in planning the seminar. Dr Gillette also participated as a member of the faculty, making a valuable contribution to the work of the seminar and sharing many thought-provoking ideas with the participants.

Our thanks are due to Dr Abdulqadir Yousuf, Director, and Dr Abdul Wahid Yousif from the Unesco Office for Education in the Arab States (UNEDBAS). Dr Yousif's experience and knowledge

in the field of literacy in this region proved to be of great value in helping to orientate and conduct the seminar.

We express our gratitude to the State of Kuwait: to the Ministry of Education; to the National Commission for Unesco; to Mr Mohamed Al-Sane, Director of the Gulf Arab States Educational Research Centre and to Dr Yacoub A Al-Sharan, Deputy Under-Secretary in the Ministry of Education for providing UIE with substantial extra-budgetary support which was used for translating all the documents into Arabic and also for covering the cost of the simultaneous interpretation during the Orientation Seminar.

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Our special thanks are due to Professor Dr Klaus Meyer-Abich, Minister for Science and Research, City State of Hamburg for kindly inaugurating the seminar and delivering an inspiring inaugural address to the participants, and to Mr Helmut Billstein, State Secretary of the Ministry of Science and Research, Hamburg for the reception held for the participants at the Town Hall, Hamburg.

The University of Hamburg provided valuable help in many ways to UIE in conducting the seminar. We are extremely grateful to the President of the University, Dr Dr Peter Fischer-Appelt for arranging a reception to welcome the participants and for organising a visit to certain departments of the University. We are also thankful to Dr Schaller for offering the services of various university departments and to Mr Woisin for allowing the Media Centre of the University of Hamburg to be used for specific seminar activities.

We are deeply indebted to Professor Dr Kurt Meissner, Director of Adult Education, City State of Hamburg, to Ms Angela Sack-Hauchwitz, Director of the Centre for Adult Education, Hamburg-West, and to Dr Ulf Schwänke from the Foundation for Vocational Education for the Unemployed, Hamburg, all of whom were personally involved in not only providing information about their respective institutions, but in planning and enriching the study visits which were paid to these institutions

as an integral part of the Orientation Seminar. Ms Hannelore Witkofski and Ms Marianne Gornacz from the Hamburg Institute for Adult Education and Mr Volker Marwitz from the Deutsch-Institut für Ausländer e.V. (in co-operation with the Goethe Institute) provided a valuable input to the programme during the preparatory stage by sharing their experience and materials pertaining to similar activities in the Federal Republic of Germany. To them we extend our gratitude for their valuable co-operation in providing the opportunity to visit concrete examples of continuing education programmes in the Federal Republic of Germany.

We wish to record our gratefulness to the participants who attended the seminar for their valuable contributions during the deliberations, and to their organisations and governments for the interest and support shown towards the participation of the delegates, and also for the samples of materials which they donated to the Documentation Centre of UIE.

From UIE, Dr Adama Ouane, Dr Lekh Nath Belbase and Ms Mercy Abreu de Armengol worked intensively on this project. Mr A Mahinda Ranaweera and Professor Dr Gottfried Hausmann provided additional assistance in organising and conducting the seminar. Ms Ilse Weichert, Ms Ursula Giere, Ms Louise Silz and Ms Imke Behr co-operated in a number of ways towards the organisation of the seminar. Mr Michael Green and Dr Frederick Gardiner helped in editing the English version of the report. I wish to express my deep sense of appreciation for their work as well as for that of all the other colleagues from UIE who contributed substantially in different ways.

It is hoped that these efforts are reflected in the report prepared by Ms Armengol and Dr Belbase, and that its content will not only be useful to those who attended the seminar, but also to others who may find valuable the experiences detailed in it.

Ravindra H Dave
Director
Unesco Institute for Education

1. INTRODUCTION

Within the framework of a project on the Development of Learning Strategies for Post-literacy and Continuing Education in the Perspective of Lifelong Education, which the Unesco Institute for Education (UIE) has been carrying out since 1980, an orientation seminar for the Arab States was held in Hamburg from 28 October to 8 November, 1985.

The Arab States, sharing as they do a deep-rooted sense of unity by virtue of their language, culture and spiritual values, have since the Alexandria Conference in 1976 adopted a common strategy for the eradication of illiteracy. The orientation seminar, underpinned by aspects of this common strategy, focused on the analysis of learning strategies which aim to guarantee, at the post-literacy stage, the retention of literacy skills, the continuation of learning and their implications for the improvement of the quality of life of the individual and of his society. In this sense, it was hoped that the seminar would contribute to the efforts being made in the field of adult education in the Arab region towards the creation of an educated society which is at the basis of democracy.

This report briefly summarises the manner in which the UIE project is conducted and describes the most important aspects of the orientation seminar for the Arab States. The presentation and discussion of the main topics covered during the plenary sessions and the conclusions of the working groups comprise the substantial part of this report. Finally, possible courses of action are outlined which were presented in the form of recommendations for local (national) or regional level action in the guideline documents prepared during the seminar by participants from 14 countries and 4 regional organisations.

The positive evaluation of the seminar expressed by the participants was received by UIE as an encouraging response to its efforts in this line of research and orientation. In addition, the various suggestions made by the participants as a result of the seminar reveal the need for different courses of action to be pursued.

2. THE UIE PROJECT ON THE DEVELOPMENT OF LEARNING STRATEGIES FOR POST-LITERACY AND CONTINUING EDUCATION

2.1 Context and Aims

The developing countries are fully taken up with the complex and massive problem of illiteracy that is prevalent within the poverty-stricken sections of their populations. Conscious of the need to eradicate illiteracy in order to achieve the development they are seeking, most of these countries have launched massive literacy programmes for adults and out-of-school children. But, despite such efforts, many of those adults who acquire literacy through these programmes have great difficulty in retaining it and they consequently lapse back into illiteracy. This reversal also occurs in the case of children who drop out of the formal school system prematurely after acquiring only temporary literacy.

One of the objectives of the contribution of UIE to national and international efforts in this field is to find ways and means of arresting this reversion to illiteracy and of achieving the wider developmental goals related to the improvement of the quality of life of the individual and his society through post-literacy and continuing education programmes. The UIE project on the development of learning strategies for post-literacy and continuing education has been designed to help towards this objective.

The Institute's activities have been specifically focused on the implications of the concept of lifelong education for the goals and content of education, instruction, evaluation and teacher education, and cover the desired learning that occurs in a planned or an incidental way in the home, in educational institutions, in the community and place of work, through face-to-face interaction or through the mass media. Its work has helped to develop the principles of lifelong education and to relate them to the concrete educational processes taking place in society.

In developing countries, as well as in the developed ones, the principles of lifelong education are relevant when facing the problems of illiteracy and the inadequate education of certain sectors of the population. These apply to post-literacy and continuing education programmes when considered as part of a total learning continuum, for its goals have been conceived as the:

- [illegible] of literacy skills;

- [illegible] of learning beyond literacy skills in order to acquire an adequate amount of basic education; and

- [illegible] of learning for personal, social and vocational development.

In order to achieve these goals, post-literacy and continuing education programmes should offer sufficient alternatives to different people by translating some of the principles of lifelong education into concrete action. Thus, the development of operational learning strategies, suited to the needs of those to whom the programmes are geared, has been considered a major area of research, the findings of which will contribute to work in this field. It is hoped that the results of this UIE project will help those who are interested to continue to seek, develop and implement appropriate learning strategies for post-literacy and continuing education which are suited to their own needs and to the resources available.

2.2 Implementation of the Project

In order to gain insight into the relevant aspects of post-literacy and continuing education through concrete practical experiences, a series of case studies has been conducted in collaboration with field workers from various countries. This constitutes the research component of the project, which serves as the basis for elucidating innovative practices and discerning general trends in the development of learning strategies for post-literacy and continuing education. The concrete experiences thus gathered provided valuable insights into the identification and categorisation of possible learning strategies and specific techniques for post-literacy and continuing education. The studies also proved to be helpful in understanding the scope and limitations of different approaches.

Twenty-two case studies have been carried out in countries from different regions of the world including the Arab States. The complete list is presented in Annex 1. Apart from the national studies, two cross-national studies on learning strategies and curriculum policies respectively were also completed. The outcomes of the research provided the basis for the dissemination component of the project. A series of orientation

seminars (see Annex 2) were organised in 1981 (International), 1982 (African), 1983 (Asian), 1984 (Latin American and Caribbean) and 1985 (Arab States) as a means of disseminating the research findings and related reflections on this theme amongst key personnel in charge of directing literacy, post-literacy and continuing education programmes in developing countries.

Considered as a training initiative, these seminars have also provided the participants with the opportunity to share their own experiences and look for better ways of implementing programmes in this field of education. The deliberations of the seminars have, furthermore, helped to gather more insights into the topics discussed.

In order to achieve a wider dissemination among policy-makers, practitioners and researchers working in adult education, UIE has undertaken the publication of the case studies. Revised after feedback from the orientation seminars, the case studies have been published in English and French. In addition, a broad cross-national synthesis based on these case studies, along with the two international approach papers mentioned above, have been published in one volume in the UIE series on Post-literacy and Continuing Education. A set of selected studies has been published in Spanish and, likewise, a further set of studies has been published in Arabic.

The implementation of this project has only been possible thanks to the generous and extra-budgetary support received by UIE from the Federal Republic of Germany through the German Commission for Unesco, Bonn. It provided the financial support for conducting the case studies, the seminars, and all the work required for editing, translating and publishing the documents. Its co-operation was also valuable in planning and conducting the seminars.

Other agencies have also co-operated in the implementation of the project: the German Foundation for International Development made it possible to carry out both the first series of case studies and the researchers' first meeting (1980); Unesco Headquarters provided consultation and guidance in various phases of the project through staff members of its Division of Primary Education, Literacy and Adult Education, and Education in Rural Areas (ED/PLA), who also attended the seminars as members of the faculty; similarly, the Unesco Regional Offices for Education extended their co-operation in planning and conducting the seminars held for their respective regions. The governments of the

countries where regional orientation seminars took place also co-operated fully and provided various means of financial support.

Thanks to the co-operation and interest shown by the above-mentioned agencies, this project has involved participants from no less than 88 developing countries, including the Arab States, and 17 regional organisations.

With the conclusion of the fifth orientation seminar, organised for the Arab States, round coverage has now been achieved of the Third World regions, ones which generally have a greater need for development in the areas of post-literacy and continuing education.

2.3 The Orientation Seminar for the Arab States

Linkage with the Arab Strategy

Countries in the Arab region, besides being geographical neighbours, share a common bond of language, religion, history, traditions and institutions which forms the basis of the deep-rooted cultural identity felt by their peoples in spite of the uneven distribution of natural resources which exists. This unity of the region is evident in the way the Arab World has faced the problems of illiteracy and adult education.

An Arab strategy for the eradication of illiteracy has been implemented since 1976. It advocates a global approach to literacy teaching, the development of inter-Arab co-operation, the introduction of compulsory primary schooling, the co-ordination of literacy training with action to develop primary education, the mobilisation of resources and capabilities of the people, and the continuous assessment of activities carried out in this field.

Much work has been done and several regional conferences have been held in order to analyse what has been achieved and what is still needed to be done in the light of the discrepancies between results and what was envisaged. The present orientation seminar on post-literacy and continuing education, which was organised in consultation with the Unesco Regional Office for Education in the Arab States (UNEDBAS), is closely linked to the Arab strategy for the eradication of illiteracy and its relevance to adult education. It is focused on the post-literacy

stage which, by means of implementing appropriate learning strategies, aims to guarantee the retention of literacy skills and the advancement towards the acquisition of an adequate level of basic education.

Participants

The total number of participants was 27, representing 14 countries of the Arab region. They were invited by UIE through the National Commissions for Unesco in their respective countries and were selected from the key personnel working in the field at a national level. The case study authors from Egypt and Kuwait who were involved in the seminar played the dual role of participants and resource persons. Delegates from four regional organisations also attended the seminar. The complete list of participants is given in Annex 3.

Inauguration of the Seminar

The seminar took place at UIE, Hamburg. In the opening session, on 28 October 1985, Professor Dr Klaus Michael Meyer-Abich, Senator, Behörde für Wissenschaft und Forschung, Freie und Hansestadt Hamburg, delivered a thought-provoking opening speech. Addresses by Dr Arthur Gillette, representative of the ED/PLA Division of Unesco Headquarters and Dr Abdel Wahid Yousif from UNEDBAS, then followed. Professor Dr Ravindra H Dave, Director, UIE, brought the inaugural session to a close with an address and a vote of thanks.

Cultural and Social Events

Immediately after the opening function, the participants and special guests attended a reception given by UIE.

The participants were invited to a reception at the University of Hamburg by the President of the University, Dr Dr Peter Fischer-Appelt, after a visit to several departments of the University. Another reception was given at the Rathaus (townhall) where Mr Helmut Billstein, Staatsrat, Behörde für Wissenschaft und Forschung, Freie und Hansestadt Hamburg received the delegates on behalf of the City State of Hamburg.

In order to make their stay in Hamburg more pleasant, a sightseeing tour of the city and a harbour cruise were organised for the participants as extra-curricular activities of the seminar.

3. CONCEPTUAL AND METHODOLOGICAL ASPECTS OF THE SEMINAR

3.1 Conceptual-cum-Operational Framework

Conceived within the broad perspective of lifelong education, the project as a whole is intended to broaden the education of four target groups:

- neo-literate youth and adults;
- out-of-school children who have dropped out of the formal system of education;
- school-leavers with inadequate basic education;
- groups having special needs, such as women, migrant populations, etc.

The type of education they need should enable them to improve their quality of life and to attain the fullest possible development in their personal, social and vocational lives by means of formal and nonformal systems of learning.

Figure 1, which summarises the conceptual-cum-operational framework of the seminar, shows the interactive relationship between quality of life, development and education. It draws attention to some elements of the context in which both development and education take place as examples to be considered when working in this field. It also focuses the project on the post-literacy and basic education stages within the continuum of lifelong education.

Given the target populations and the broad goals of post-literacy and continuing education programmes (retention of literacy skills, continuation of learning in order to acquire an adequate amount of basic education and application of learning for personal, social and vocational development), the focal point of the UIE project has been to tackle the question, *How* are these goals to be achieved for these people? As shown in Figure 1, learning strategies, broadly conceived, were felt to be a critical element requiring treatment in terms of techniques, curriculum and management.

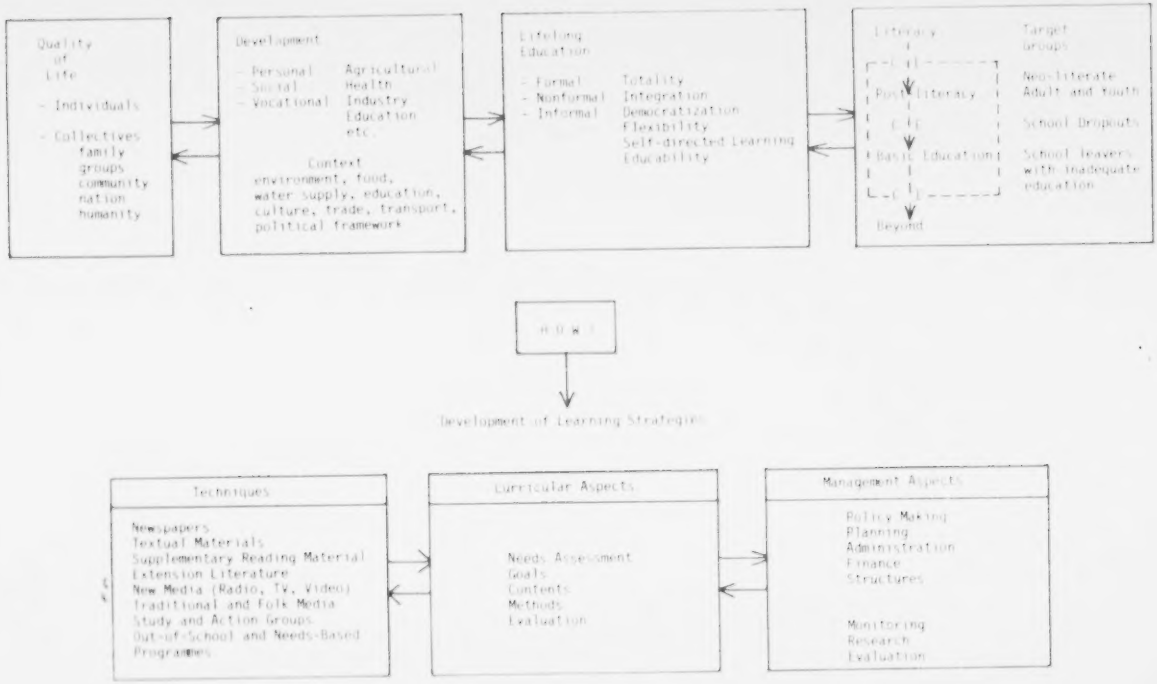

Figure 1. Conceptual-cum-Operational Framework

3.2 Objectives of the Seminar

Two specific objectives were proposed and accepted by the participants for the orientation seminar:

(a) Analysis of learning strategies and related aspects concerning post-literacy and basic education for development based on concrete experiences collected from case studies and other sources.

(b) Preparation of guidelines for local (national) or regional action.

3.3 Content Units and Daily Time Schedule

The following were proposed as the content units of the seminar and the estimated time distribution in terms of half-day sessions:

Content Units	Half-day Sessions
Unit 1: A global overview of literacy and post-literacy programmes with special reference to the Arab States - Progress made so far - Problems and issues - Action needed in post-literacy learning	2
Unit 2: Literacy and post-literacy programmes in the perspective of lifelong education - The concept of lifelong education and its implications for post-literacy and continuing education leading to the acquisition of basic education for development - Principles of totality, integration, democratization, flexibility and self-directed learning - Post-literacy and continuing education, integrated with the personal, social and vocational life - The concept of functionality - a broader meaning - Literacy and post-literacy continuum	2

Unit 3: Some curricular aspects of post-literacy and continuing education in the framework of lifelong education 1

- Objectives of literacy and post-literacy programmes as revealed by research
- Overall objectives of RETENTION, CONTINUATION and APPLICATION
- Situation-specific definitions of literacy, post-literacy, basic education and development
- Curriculum delivery and implementation
  - Instructional goals
  - Design of delivery systems
- Organization of content and methods. Relationship to learning strategies (Units 4 & 6)
- Evaluation (Unit 7)

Unit 4: Learning strategies for post-literacy and continuing education to be treated under: 7

- Scope and limitations with respect to some curricular aspects of selected strategies as revealed by recent research
  - Coverage of content and objectives
  - Potential clientele/participants
  - Motivation of participants
  - Evaluation of outcomes
  - Analysis of obstacles and resistance
- Some organizational and financial aspects of selected strategies as revealed by recent research
  - Resource-personnel
  - Physical and organizational infrastructures
  - Coordination with other agencies
- Some factors and possibilities to be considered in the choice of strategies for local level action
  - Problems of communication and education
  - Charactertistics of different media: print media, modern non-print media, folk media, etc.

Single projects with multiple strategies
Multiple projects using various strategies

Unit 5: Problems and issues of special significance for the Arab States with respect to the development of learning strategies — 1
- Education of women
- Magnitude of the tasks of providing post-literacy and continuing education: problem of numbers (people) including nomadic populations and their location

Unit 6: Two study visits to field centres to be organised with due preparation and to be followed up by discussion — 2

Unit 7: Evaluation and monitoring of post-literacy and continuing education programmes — 1
- Learner evaluation
- Curriculum evaluation
- Programme monitoring
- Impact evaluation

Unit 8: Preparation of practical guidelines for local/regional level action — 4

The content and time allocation of the orientation programme was opened to discussion at the beginning of the seminar in order to meet the needs and interests of the participants, As a result of this flexibility principle which was agreed upon, some modifications were introduced in the programme as required. The actual programme for each day is presented in the Daily Time Schedule (Annex 4).

3.4 Methodological Aspects

In order to orient and focus the seminar specifically on the analysis of learning strategies for post-literacy and continuing education, a theoretical underpinning had to be formulated. The practical aspects, however, were emphasised in the discussions and the preparation of the guideline documents.

The resources for the work to be undertaken in the seminar were:

- a set of selected case studies conducted within this project;
- other literature related to the field;
- the display of sample material used in post-literacy and continuing education throughout the world;
- study visits to post-literacy and continuing education centres; and
- the participants themselves, possessing the experience and insights gained by their work in the field.

Documents

Besides selected case studies from Africa, Asia and Latin America which were presented in previous seminars, three new case studies were undertaken in countries belonging to the Arab region: Algeria, Egypt and Kuwait. This was done in order to include for their analysis more concrete examples of learning strategies for post-literacy and continuing education which are being implemented in this particular region.

Apart from previously compiled supplementary resource material in the form of sets of extracts from documents published by the Institute and other agencies working in the field, more extracts were included from publications of Arab regional organisations. When not available in Arabic, versions of the documents in English or French were provided for the participants. Most of the case study documents which were to be used during the seminar were sent to the participants in advance in order to provide them with the research findings and other related information and to allow them prior study and reflection before the meeting. The list of documents is given in Annex 5. Additional documents were distributed during the seminar. These comprised notes relating to the themes presented by experts and the summaries of the reports from group work carried out.

Display of Materials

A display of post-literacy material consisting of samples collected from all regions of the world was available during

the seminar in order to provide information and illustrative materials for the analysis of specific learning strategies by the participants.

Material brought by the participants from their countries and/or organisations was also displayed and utilised during the seminar. Altogether this comprised material from more than 65 countries. This was classified under the following categories:

- Educational posters
- Journals/manuals for instructors and other literacy workers
- Textual materials
- Supplementary reading materials
- Newspapers/wall papers/magazines
- Extension literature for development agencies
- Correspondence courses
- Radio and TV scripts, films, audio- and video-cassettes, etc. (new media)
- Games
- Others (photographs, syllabuses, etc.)

The display of materials had three main purposes:

- to provide information by means of concrete examples of the variety of materials being used throughout the world in this field;
- to be used in the analysis of specific learning strategies requiring different kinds of media by the working groups; and
- to present different ideas on the production of materials which could be adapted by the participants to the needs of the programmes in their own countries.

According to these purposes the participants were encouraged to use the materials displayed for study and discussions with their colleagues from other countries.

The participants were also given the opportunity to inspect audio-visual materials. A 'review corner' was set up for the display of audio- and videocassettes. A special session was also organised at the Medienzentrum (Media Centre) of the University of Hamburg, where several videos and a film were shown.

Methodology

Plenary sessions, group work and individual or team work provided the organisational structure for the seminar. Plenary sessions were held to introduce most of the topics, and these were followed by general discussion or by group work.

Group work was considered essential for the discussion of specially assigned themes and for securing more active participation and in-depth discussion of national and regional experiences from the participants. The group reports were in turn presented and discussed in plenary sessions.

Individual or team work was important for the preparation of the guideline documents. Before coming to the meeting, the participants were asked to initiate the preparation of the first part of the guidelines according to the proposed outline. These were then to be completed during the course of the seminar. In accordance with the action-oriented nature of the seminar, it was expected as a concrete outcome that the participants would apply the ideas and experiences gained to the guidelines for local/regional level action.

A different type of learning experience was that provided by the study visits, which formed an integral part of the programme. These concrete and real examples of the use of learning strategies in post-literacy and continuing education were intended to allow observation and to generate further discussion, relating as they did to the participants' experiences arising from their work in the field of adult education.

Monitoring and evaluation

Right from the beginning, monitoring and evaluation were incorporated as essential elements of the seminar. These were carried out with the help of a steering committee, individual consultations and questionnaire responses.

4. CONTENTS OF THE SEMINAR

Dr R H Dave, Director of UIE and chairman of the seminar, made an introductory presentation of the overall project of the Institute on the development of learning strategies for post-literacy and continuing education, which has been presented in sections 2 and 3 of this report. Emphasis was placed on the need for post-literacy and continuing education programmes immediately after initial literacy skills have been acquired - not only in order to prevent lapses back into illiteracy, but also to adequately implement the intended development objectives linked with the quality of life of the poor and backward population.

The other themes of the seminar are summarised below as they were presented in plenary sessions and/or discussed by the participants, according to the group reports.

4.1 A Global Overview of Literacy and Post-Literacy Programmes with Special Reference to the Arab States

Dr A Gillette of the ED/PLA Division of Unesco Headquarters presented some pertinent statistical data on illiteracy and primary education (see Table 1). These data, which constitute the base of the educational pyramid, are estimates and projections derived from the limited amount of hard data available at Unesco Offices.

After a trend analysis of each of the ten indicators, three general conclusions were drawn:

- For the last 10 to 20 years, the Arab evolution in relation to illiteracy and primary level education has been going in the same direction as the world as a whole but at much greater speed. The Arab States are likely to continue "doing better" till the end of the century.

- This would appear to be due to careful allocation to education (as seen from pupil expenditure) of the region's sharply increased average gross national product. The same could probably be said about literacy and post-literacy work if we had fully comparable figures in absolute terms, although not perhaps in relative terms. As a region the percentage being

Table 1

Some Pertinent Statistics on Illiteracy and Primary Education

I. Illiteracy Rates (for people aged 15+, assessed in 1982)

	World Total[*]			*Arab States*[*]		
SEX	1970	1985	2000	1970	1985	2000
MF	760.2 (32.9%)	857.2 (26.8%)	911.1 (21.5%)	48.8 (72.7%)	60.8 (56.5%)	69.0 (40.2%)
M	317.6 (27.7%)	342.4 (21.5%)	360.2 (17.0%)	19.9 (59.7%)	23.1 (42.6%)	24.9 (28.7%)
F	442.6 (38.0%)	514.8 (32.0%)	551.6 (26.0%)	28.8 (85.6%)	37.7 (70.4%)	44.1 (51.9%)

II. Percentage Distribution of First Level Enrolment Compared with Total School Enrolment (3 Levels)

	World	*Arab States*
1960	77.9%	83.2%
1970	71.6%	76.0%
1980	66.7%	67.7%
1982	66.7%	66.1%

III. Female Enrolment as % of Total Primary Enrolment

	World	*Arab States*
1960	42%	34%
1970	43%	36%
1980	44%	41%
1982	44%	42%

[*] figures in millions

IV. Gross Enrolment Ratios for First Level Education

SEX	1970	1980	2000	1970	1980	2000
MF	84.8%	93.9%	97.7%	63.6%	81.0%	95.7%
M	94.1%	101.3%	102.1%	79.3%	93.6%	101.5%
F	75.2%	86.2%	93.0%	47.2%	68.0%	89.6%

V. Enrolment by Age Group of Primary Cohort (6-11 Years)

SEX	1982	1990	2000	1982	1990	2000
MF	75.1%	78.6%	82.0%	70.1%	77.5%	83.4%
M	80.5%	83.2%	85.5%	78.9%	83.8%	87.6%
F	69.5%	73.8%	78.3%	60.9%	70.9%	79.0%

VI. Duration of Compulsory Education

Years	World*	Arab States*
4	1	1
5	12	1
6	37	6
7	8	1
8	12	2
9	33	4
10	35	0
11	6	0
12	4	0
No compulsory education	26	5

* number of countries

VII. Pupil:Teacher Ratio for First Level Education

World Total			Arab States		
1960	1970	1980	1960	1970	1980
30:1	29:1	28:1	37:1	35:1	30:1

VIII. Dropout Rates for Primary Cohorts Beginning School Around 1980-81 (MF)

		88 Developing Countries	9 Arab States
Percentage	2nd	82%	94%
reaching	3rd	76%	94%
grades	4th	69%	93%

IX. Public Expenditure on Education as a % of Gross National Product

World Total			Arab States		
1960	1970	1980	1960	1970	1980
3.6%	5.4%	5.7%	3.4%	5.1%	4.6%

X. Public Expenditure on Education Per Pupil Evolution

	World Total		Arab States	
	US $ Per Pupil	% Increase	US $ Per Pupil	% Increase
1960	162	1.0	70	1.0
1970	334	2.0	113	1.6
1980	973	6.0	596	8.5

(Countries covered: Algeria, Bahrain, Democratic Yemen, Djibouti, Egypt, Iraq, Jordan, Kuwait, Lebanon, Libya, Mauritania, Morocco, Oman, Qatar, Saudi Arabia, Somalia, Sudan, Syria, Tunisia, United Arab Emirates and Yemen Arab Republic)

given to basic education appears to be dropping off, but this does not mean that it is not increasing in absolute terms.

- Although the first two conclusions give reason for a certain amount of satisfaction, we must not forget that the number of illiterates is continuing to rise (first indicator), and it seems that roughly two-fifths of all Arab adults and more than half of the Arab women will still be illiterate in the year 2000.

Besides commenting on some statistical figures which give evidence of the progress made in the Arab States recently (a 10% reduction of the average illiteracy rate in 15 years, an increase in enrolment to about 90% in primary education and a rise to 42% in the enrolment of girls), Dr A Yousif from UNEDBAS referred to more qualitative aspects of the problem:

Since 1970 it has been recognised in the Arab region that the principles of universalisation of primary education and the work on literacy and adult education - as stressed in the Unesco Middle Term Plan 1984-1989 - are essential in the struggle against illiteracy. But the extension of education for children within the formal system and its expansion to upper levels do not guarantee the desired success if measures are not taken in order to establish a better link between education on the one hand and social and economic development plans on the other.

The work in the field of literacy is still marginal. The structures responsible for adult literacy programmes lack, in most countries, the necessary means to tackle the problem. These structures are also responsible for the follow-up work with the neo-literates and others in need of post-literacy and continuing education. If those structures are not capable of fulfilling their function in regard to literacy work, how could they be adequate for the following stage? A better use of the available means is necessary and there is an urgent need for reviewing the problems and the methods to be adopted.

There are good examples of follow-up work in the post-literacy stage in different Arab countries (rural integrated centres, complementary schools, one class schools, popular schools) which are geared to the target population and which, revised and improved, would help to solve the problem. Still, there is a need for a general education reform and for better co-ordination at a regional level.

Some old questions requiring new answers related to the renovation of structures, plans, methods and the necessary means to assist literacy and post-literacy workers were suggested to be kept in mind during the seminar deliberations:

- How is it possible to reform the educational structures in the Arab countries in order to implement the concept of lifelong education in the context of integrated educational strategies?

- What is most important? What are the priority target groups? Are they women, rural populations, neo-literates, dropouts? Why and how should they be addressed?

- How are the educational programmes to be prepared in order to improve the technical skills necessary to respond to the educational, economic and social needs in rural areas?

- How can teacher education programmes for people working in literacy and adult education at all levels be improved and a sufficient number of them prepared?

- What are the educational means needed for the follow-up stage in the Arab countries, and how is it possible to use them in the post-literacy programmes?

4.2 Literacy and Post-Literacy Programmes in the Perspective of Lifelong Education

Following the conceptual-cum-operational framework stated for the project, Dr Dave presented education as an important element for creating favourable conditions for achieving various kinds of development goals and for making significant contributions towards improving the quality of life of the individuals and their collectives. The type of education capable of providing this change can take place at any point in the life-span, in a variety of settings, in a planned or incidental manner, and includes formal, nonformal and informal modes of learning - all of which are amenable to varying cultural presentations and different media, among which the mass media have acquired an important role. This is the comprehensive view of education referred to as lifelong education.

From the same perspective, it may be stated that once a post-literacy or continuing education programme has been conceived in these broad terms, i.e., as part of a lifelong education continuum, application of the principles of lifelong education yield more specific criteria for the further development and evaluation of such a programme.

The following principles of lifelong education are relevant for planning and implementing post-literacy and continuing education programmes:

Totality	- encompassing different stages and structures, viewing education in all its forms and manifestations.
Integration	- articulation within the life space and across the life-span, with reference to the learners' personal, social and vocational domains of life.
Flexibility	- providing alternative approaches to suit individuals and groups in their local situations, employing multi-modal learning strategies, self-pacing, etc.
Democratisation	- equality of access to educational opportunities, comparability of achievements.
Self-directed learning	- recognising the needs for personal growth and assuming responsibility for the autonomous planning, implementation, and progress evaluation of appropriate learning activities.
Educability	- learning and sharing enlightenment, readiness to change and improve on the basis of learning, sharing and evaluation.

Improving the overall functionality of the individuals and their groups is now recognised as a general development aim of literacy, post-literacy and continuing education programmes. Therefore, these programmes now include, in addition to the acquisition or retention and stabilisation of literacy skills, such goals as improvement of health, refinement of income generation and productive skills, and raising social and civic

awareness. This implies the continuation of learning of both general and vocational types and the application of the learning acquired to larger processes of personal, social and vocational development.

In order to attain such broad objectives for development linked with quality of life, appropriate learning strategies should be adopted.

When viewed in the perspective of lifelong education, the strategies for post-literacy and continuing education should reflect its principles:

- being flexible and providing alternative approaches to suit individuals and their groups in their local conditions;

- fostering an increasing degree of independent and self-directed learning as the new literate continues his learning and acquires basic education;

- paying particular attention to certain groups with special needs, such as women, youth, indigenous populations and out-of-school children.

Likewise, literacy and post-literacy learning programmes should be viewed as a continuum of total education aimed at reducing inequality, linking education with work and productivity, increasing the degree of democratisation in education, and achieving the larger goals of development associated with the quality of life.

It has been observed that definitions of lifelong education, literacy, post-literacy, as well as basic and continuing education, vary from country to country and among different organisations. In order to detect some of these variations in the Arab region and penetrate into the concepts of development and lifelong education and their relationships with literacy, post-literacy and basic education in order to arrive at some common elements which would provide the theoretical basis for the participants to start their analysis of learning strategies for post-literacy and continuing education, further discussion was undertaken by three working groups. These focused their discussions, respectively, on:

(1) definitions of literacy, post-literacy, basic education and continuing education;

(2) the concept of development in relation to literacy, post-literacy and continuing education;

(3) the concept of lifelong education and its relation to literacy, post-literacy and basic education.

Their reports, presented and discussed in the subsequent plenary session, are summarised below:

Definitions of literacy, post-literacy, basic education and continuing education

Although there are specific definitions of literacy in different Arab countries, the majority have endorsed the definition adopted in the First Alexandria Conference (1964), which considers literacy to be the process of combatting illiteracy by enabling illiterates to read, express an idea in writing, and carry out mathematical operations equivalent to the fourth-grade level of primary education. Another definition understands literacy as the equivalent of the third-grade level of primary education in reading, writing, mathematics and general knowledge.

For literacy to be attained, all skills imparted by primary education should be acquired through interesting subjects which include varied knowledge and experiences that help to develop the individual's personality. Thus, the reinforcement of the educational process in relation to curricula, textbooks and teacher training is necessary.

The length of time assigned to literacy programmes in the region varies from country to country, mostly for financial reasons. In general, 720 to 960 one-hour periods are needed. These are distributed over almost two years, with varying weekly time schedules. The curricula comprise the Arabic language (reading and writing), arithmetic, general knowledge and Islamic education.

Those individuals who succeed in literacy classes acquire a standard equivalent to the 4th to 6th grade of primary education and are able to pursue further studies. The success quota of literacy classes is at least that of children in public education.

Concerning post-literacy, there are vocational and general education programmes which aim at stabilising reading, writing and arithmetic skills, as well as developing the individual's personality, improving his social and economic position, making possible advanced levels of education, as well as making changes in society.

Post-literacy education is offered to the following target groups:

- graduates from literacy classes who were unable to continue studies in schools;
- dropouts from schools at early stages;
- individuals in need of an adequate level of basic education who are studying through nonformal education programmes.

Basic education is considered in the Arab States as the minimum level of education (6 to 9 years) offered by the state to the citizens. This is the standard of education which is supposed to enable the individual to interact with others and employ the acquired learning in his social and economic life. Curricula for basic education include theoretical and applied sciences which provide the skills and knowledge necessary to continue to higher levels of education.

Continuing education gives the individual, at any age or level, opportunities to acquire experience and learn new skills or develop those acquired previously. It gives a chance to neo-literates to continue studies in the public (formal) or the parallel education systems. Specialisation in different domains of knowledge over their life-span has helped individuals to get better jobs, and improve their standard of living.

The Concept of Development in relation to Literacy, Post-literacy and Continuing Education

Development can be defined as a comprehensive, planned process of quantitative and qualitative improvement in society and in the lives of individuals. It presupposes the investment of all resources - human and material - in society. It is aimed at the economic and social independence of the individual and society as understood in the Arab countries and from the point of view of Third World countries as a whole. At the same time, it

should enable the Arab World to take part in scientific and technological innovation.

Illiteracy in the Arab World is a cultural and social obstacle to achieving the broad aims of development. The literacy plans in the Arab region and the efforts involved should necessarily lead to the eradication of illiteracy and the provision of educational opportunities for all citizens, young and old, urban and rural, women and men equally.

The efforts made towards literacy are not enough. Adult education at a post-literacy stage should prevent a relapse into illiteracy, which would impede participation in development efforts in the Arab countries. Hence, the need for planning a post-literacy stage in the perspective of lifelong education, ensuring possibilities in the range of formal, nonformal and informal types of education. All these efforts should be an integral part of development plans, including the acquisition of the scientific and technological knowledge and skills which would lead to the creation of an educated society.

Continuing education, aimed at providing a great variety of educational opportunities to all citizens - young and old and in all fields of life - is a philosophy well anchored in the Arab world. It is a requirement for attaining the education necessary for all citizens to develop their personalities in order to fulfil their aspirations and participate in the development of society at large.

The Concept of Lifelong Education and its Relation to Literacy, Post-Literacy and Basic Education

Lifelong education occurs in formal, nonformal and informal settings. It can be planned or incidental. When planning educational programmes, consideration must be taken of both preventive and remedial aspects in order to provide a healthy and adequate education, following the principles of lifelong education: integration, totality, democratisation, flexibility, self-directed learning and educability.

Alphabetical and cultural literacy are cornerstones in lifelong education. In addition, literacy programmes should include the acquisition of skills for self-directed learning and motivate the learners to continue their education up to a basic level and make them aware of the importance of applying the newly acquired skills, including self-learning and self-evaluation.

The expansion of possibilities for further learning should create a learning environment in society in which education is enhanced.

At a post-literacy stage seen in the perspective of lifelong education, the needs and priorities of the learners should be considered in order to guarantee an adequate motivation to continue learning. A post-literacy stage is important in order to prevent neo-literates from lapsing back into illiteracy by retaining the literacy skills, giving them opportunities for continuing their training including occupational skills to reach a basic level of education and apply the acquired skills in self-development and the development of society.

The principle of education for all in the perspective of lifelong education is now generally applied. There is a great need to apply also the integration principle of lifelong education, which requires co-ordination and co-operation between all educational institutions (public or general and vocational) and development agencies. The flexibility principle should guarantee a range of alternatives aiming at enhancing educational possibilities.

Basic education in the context of lifelong education, given possibilities for continuing education, is an essential element which provides useful skills allowing for further impact in the individual and society.

4.3 Co-ordination of Post-Literacy with Other Development Concerns

In connection with the discussion on the relationship between post-literacy and continuing education programmes and development, Dr A Gillette presented some ideas about the need for co-ordination between post-literacy and other development programmes, which are summarised as follows:

There are interrelationships between literacy and post-literacy programmes on the one hand and a large number of development concerns on the other. But the underlying concept of other development programmes is too narrow: The incidental learning occurring in society and the overriding principle of quality of life should also be taken into account.

The following matrix (Figure 2) attempts to show the tremendous variety of interaction between post-literacy education and other institutions or groups which can assist with learning in any given society. The matrix presents three axes:

- functions for post-literacy, broken into three points of time each;
- actors (institutions or programmes) of different types;
- levels (within any country and international).

Another dimension suggested by participants is that of evaluation and feedback; this is fundamental, particularly in relation to motivational aspects.

The matrix suggests possibilities of interaction. It could be said that when planning a programme or a campaign there is a probability correlation: the more the planners attempt to increase the number of intentional interactions, the more it is liable to succeed. This stresses the need for mobilising a maximum number of actors to undertake a maximum number of functions at a maximum number of levels.

Two patterns for organising actors, functions and levels were suggested. These, which constitute coalitions of allies that are favourable to and participate in post-literacy efforts, are:

- giving a clear structural and financial identity to the post-literacy programme as the core on which other development activities are wound;
- making the sectoral development activity the centre and then defining its needs in terms of post-literacy in order to satisfy them as a servicing or consulting function.

The first, which places the initiative for the inter-institutional or intersectoral work on the shoulders of people responsible for the post-literacy programme, has the advantage of giving identity and dynamism to post-literacy itself. The disadvantage of this approach (structurally and in terms of motivation) is a possible lack of interest on the part of certain development agencies which should be involved.

Figure 1 Post-Literacy Interaction Matrix

Although the second pattern guarantees the interest of the development agencies (because of the greater priority attached to the other development-oriented activities), it clearly has the disadvantage of a loss of identity of post-literacy as such, as well as a loss of drive or momentum without which massive work in literacy and post-literacy is very difficult.

The recognition that a number of agencies have to join hands in literacy, post-literacy and basic education programmes takes us to the major problem at the operational level, i.e., the co-ordination of activities at national and international levels.

The discussion on this theme led to the following conclusions: Although in many of the Arab countries there are High Councils for Adult Education and Literacy or Adult Education Associations, it appears that very few of them are accomplishing their task of achieving concerted action in planning, co-ordination and supervision of adult education programmes. The lack of satisfactory co-ordination among the various bodies providing and sponsoring literacy and other adult education programmes is an obstacle which urgently needs to be overcome in order to adequately implement the general policy for combatting illiteracy and providing post-literacy and continuing education opportunities related to development in the Arab States.

Institutions and agencies offering these types of programmes are as varied as the programmes themselves. If adequate co-ordination could be accomplished among governmental agencies and between these and quasi-governmental and nongovernmental agencies, as well as mass organisations at local levels, joint efforts could avoid overlapping of programmes, reduce costs and promote the exchange of experiences.

By first ascertaining the various relevant programmes in each nation, and where and how these are being implemented, some concerted actions could be planned. Incorporating such programmes into the framework of the national approach to development and creating or enforcing legislation for the appropriate functioning of councils or associations for literacy and adult education could help to attain better co-ordination.

Regional and international organisations such as ALECSO, ASFEC, ARLO, EIPDAS, and UNEDBAS should also make more co-ordination efforts in order to adequately serve the needs of the region.

4.4 Some Curricular Aspects of Post-Literacy and Continuing Education

Mr A M Ranaweera (UIE), presented some features of curriculum development with particular reference to nonformal and informal education programmes for post-literacy and continuing education. The main ideas expressed were the following:

Curricular aspects of these programmes are different and go beyond those of the traditional formal education system. They differ in regard to:

- the learners (heterogeneous groups of various age and learning levels);
- the objectives and content;
- the structures and settings;
- the materials and methods.

In the out-of-school settings of post-literacy and continuing education, curriculum development and implementation are inseparable; it is a matter of designing both a course of study and initiating a course of action.

There is no universally valid curriculum for post-literacy and continuing education programmes. Curriculum development in this context should emerge from the community level, utilise the local environment and not be imposed from above. The process of curriculum development and implementation starts with and is based on the needs, interests and problems of the learners and the learners' community. This process is applicable at all levels of education.

The steps involved in the process of change related to curriculum development are:

- Getting to know the local community, its resources, its situation and its potential.
- Detecting the needs, interests and problems (NIPs) of the learners and of the community.
- Selecting and organising educational experiences into integrated learning units (ILU).

The following model (Figure 3) was presented for the organisation of the curriculum for post-literacy and continuing education programmes. The objectives for post-literacy and continuing education programmes are based on the national development goals and conceived in the perspective of lifelong education, which is ultimately aimed at the improvement of the quality of life of the individuals (target groups) and their collectives. These objectives should be functional, rather than being "generally educational" in the traditional sense, responding to the needs, interests and problems (NIPs) of the learners, their environment and community.

Learning strategies to achieve these objectives are then selected. These should not be narrowly confined to short-term development concerns of an immediate nature, but include a broader scope, e.g., traditional cultural values, generalised abilities (life skills), relevant aspects of arts, science and technology, and universal human values. The content which the learning experiences provide should be integrated knowledge about different subject matters relevant to the functional objectives. For organising the content and learning experiences into learning sequences in the form of integrated learning units (ILU), consideration should be given to such learner characteristics as their initial level; previous knowledge, abilities, attitudes, innibitions and taboos; different learning styles (self-learning, self-directed learning, inter-learning); learning tasks in the cognitive, affective and psycho-motor domains; structuring, sequencing and linking with outside settings; and the learning environment (factors of its physical, psycho-social and political nature).The overall teaching-learning strategy should emerge from these considerations and provide the base for the choice of activities, instructional materials, etc.

Evaluation should refer not only to the learning outcomes on the part of the learner, but also to the curriculum itself (objectives, learning experiences, contents, etc.) and to its impact. Programme monitoring should also be part of the total evaluation process. Curriculum development thus becomes a continuous process, a cycle which can be repeated, using the feedback provided by the evaluation of all its components and at all stages of the process.

In planning and designing the curriculum for post-literacy and continuing education programmes, each country must define its problems within a policy matrix and at a particular historical time. It is also important to consider the particular stage

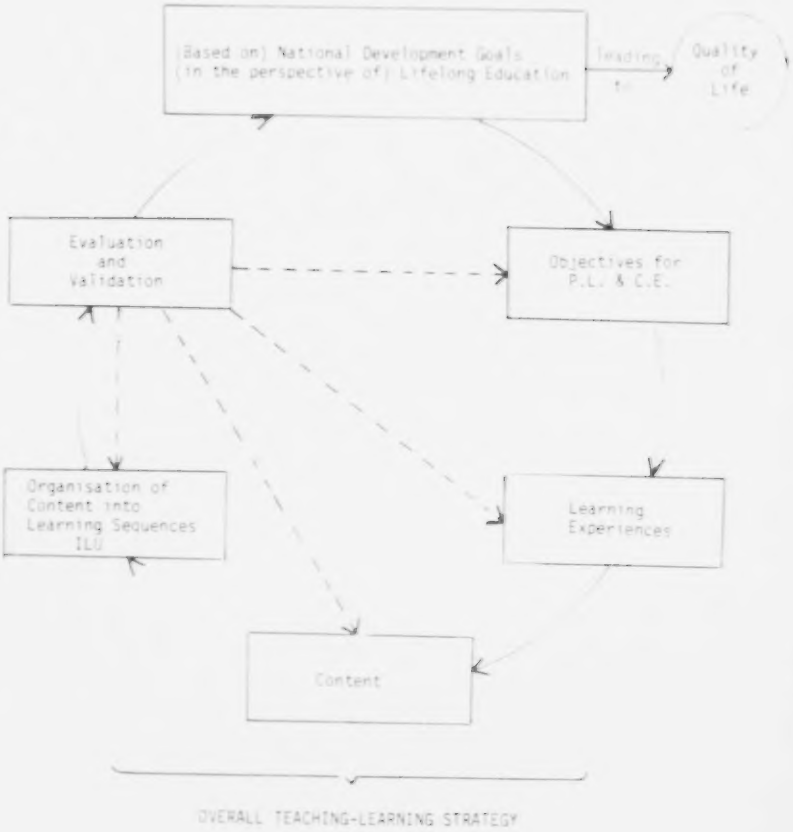

Figure 2: The Organisation of the Curriculum

of development of the country and integrate these programmes with other development programmes according to the national development plans. The design should also take into consideration the available resources - material, human and time.

Finally, the personnel participating in post-literacy and continuing education programmes should consider themselves not as isolated workers in a narrow field, but as members of a larger team who are agents of change, working in co-operation with others involved in the implementation of the development plans of their country.

4.5 Learning Strategies for Post-Literacy and Continuing Education

As presented in the conceptual-cum-operational framework of the UIE project in this field, the development of appropriate learning strategies in the perspective of lifelong education has been proposed as a response to the question: how can the goals previously established for post-literacy and continuing education be achieved?

Learning strategies within the context of the project were conceived in a broad sense, including techniques and arrangements for delivery of instruction. The curricular aspects such as objectives, contents, methods, evaluation, and management in terms of personnel, organisation, co-ordination and financing were also considered from this point of view. Different strategies being utilised in selected countries all over the world were identified for intensive study. These include:

(1) Newspapers, wall papers and magazines for neo-literates.

(2) Textual materials prepared for post-literacy studies.

(3) Supplementary and follow-up reading materials.

(4) Libraries for new readers, mobile museums and exhibitions.

(5) Extension literature produced by development agencies such as health departments, agricultural extension services, etc.

(6) Out-of-school programmes parallel to the school system and other nonformal courses of vocational and general character.

(7) Occasional programmes based on special needs and interests.

(8) Correspondence courses.

(9) Local study and action groups.

(10) Radio, TV, audio- and video-cassettes, films, etc. (new media).

(11) Traditional and folk media.

(12) Sports, games, physical culture.

The criteria used for classifying the learning strategies are not mutually exclusive, e.g., forms of communication employed, structural features, objectives.

No particular strategy is inherently superior to another. The possibilities of action in the field of post-literacy and continuing education are too numerous and extensive for any single medium; efforts must be made to use a combination of media in such a manner that a new system of learning is created.

The case studies conducted under the UIE's project analyse specific learning strategies being tried in post-literacy and continuing education programmes. Prior to the discussion on the learning strategies, some selected strategies from case studies were presented in plenary sessions by the case study authors from Egypt and Kuwait, as well as by Dr A Ouane from UIE, in order to illustrate with concrete examples different kinds of strategies and how the analysis was made in their studies.

For the analysis of the learning strategies by the working groups, a check-list including the following aspects was prepared:

(a) Contextual aspects

- Domains of development and quality of life to which it is related.

- How it is linked to national needs, community needs, individual needs, priorities, etc.

- Clientele, their characteristics, prerequisites, etc.

(b) Curricular aspects

- Objectives

- Content (variety, novelty)

- Methods, materials, media

- Evaluation procedures

(c) Organisational aspects

- Preparation or production of materials, distribution (if applicable)

- Personnel

- Cost factor

- Problems (obstacles, if any)

- Suggestions to resolve the problems

The learning strategies listed above were divided among three working groups for analysis. Participants had the opportunity to discuss the strategies, presenting their experiences and suggestions for their further development in Arab countries.

The main deliberations of the participants about the learning strategies, extracted from the group reports and their subsequent discussion in plenary sessions, may be summarised as follows:

The experience in the Arab States shows that the development of learning strategies for post-literacy and continuing education is closely linked with the Islamic tradition of lifelong education on the one hand, and with the goals of national development plans on the other.

Depending on the nature of the programmes, the target groups of the learning strategies vary, i.e., neo-literate youth and adults, dropouts from the formal system of education, and all other rural or urban men and women in need of an adequate level of basic education or labour training.

Print Media

Strategies using print media in the form of publications have been widely employed in the Arab States in literacy campaigns. Special efforts at a post-literacy stage should be made to increase the use of print media other than textbooks. Some countries publish newspapers, wall papers and magazines for neo-literates or have devoted a special page for neo-literates in newspapers or magazines for the general public or for a special group. In order to serve their educational purposes these kinds of publications should present short statements about different issues of interest related to social and economic affairs which could enrich the experiences of the target groups and raise their awareness about problems of society, whether at a national or local level, following the principles of simplicity, totality, integration and interest. These themes should be related to the previous experiences of the readers and be written in familiar language, going straight to the point of interest.

In all Arab countries the ministries of agriculture, health, and industries, as well as other governmental and non-governmental organisations, publish booklets and produce posters for educational purposes related to the improvement of agricultural techniques, raising awareness related to health measures, etc. These organisations select the strategy (mainly using print media), and define their messages according to their target populations (general public, rural or urban citizens, men or women). These types of publications constitute an important resource in post-literacy and continuing education for stabilising reading skills and helping learners to acquire information and knowledge in new fields, including experiences related to work skills.

Although there are public libraries in the Arab countries, few have been created to satisfy the needs of neo-literates. Primary-school libraries could add sections including interesting publications for neo-literate adults and others interested in continuing their education. Mobile libraries could solve the problem of access to reading material in the rural and nomadic societies.

Museums and Exhibitions

As museums and exhibitions also constitute means for further education, visits to museums and exhibitions could be connected with post-literacy and continuing education programmes. These could be planned in order to make them meaningful for the target population as a resource for acquiring new knowledge.

In this connection, field visits to enterprises, associations or development institutions were also mentioned as an important element to be included as part of the curriculum of post-literacy and continuing education programmes.

Parallel Programmes of General and Vocational Character

In all Arab countries there are out-of-school programmes parallel to the school system geared to neo-literates, dropouts and others requiring basic education of general or vocational types.

These programmes are intended to enable these target groups to continue their education up to the level equivalent to the sixth grade of the formal system in most of the countries, but there are some which offer the opportunity of expanding their education up to the completion of the secondary level. In this case learners can continue higher education studies even at university level.

These programmes also intend to enable the learners to understand their culture and society and to participate in their development. Some programmes are aimed, in particular, at increasing the incomes of participants and raising their living standard.

Programmes involving vocational training have the goal of preparing individuals for a certain occupation, taking into consideration the needs of society in relation to labour and manpower.

In most Arab countries curricula of parallel programmes are similar to those of the formal education system, but are imparted in a shorter period of time. Although most of the means and methods employed are patterned along traditional lines, some are specifically selected to suit the adults' characteristics. Emphasis is also given to group learning. Self-education utilising the radio, television or records has been

employed. Special magazines and journals are concerned with the guidance of teachers and learners. Public and school libraries constitute another useful resource.

Although the teachers in parallel programmes of basic education are mostly the same teachers who work in the formal system, there are also teachers specialised in adult education. Some voluntary teachers are willing to participate in these programmes as guides or tutors. Other teachers are those who teach in the mosques. For vocational training programmes, specialists in the relevant occupations are specially trained so that they can be employed as teachers.

Parallel programmes are mostly financed by the government, nongovernmental organisations, industries or private foundations; some receive funds from regional or international organisations. In addition, some fees are usually paid by the learners as a token.

As with most continuing education programmes, parallel programmes also face the following problems:

- The drop-out rate is high.
- The number of specialised workers for these types of programmes is insufficient.
- Funds are insufficient.
- There are difficulties in opening channels of co-ordination with the formal system.
- There is a lack of co-ordination between different organisations offering these programmes.
- The adaptation of curricula for adults has been weak.
- There are shortages in the provision of the raw material and tools necessary for vocational training programmes.

Occasional Programmes Based on Special Needs

There are in the Arab States occasional or seasonal programmes aimed at offering solutions to various incidental

problems, e.g., those related to agriculture or health or to the need for changing behaviour patterns in the social sphere. These are geared to the group concerned, generally composed of illiterates and neo-literates, as well as other members of the community. The great variety of means and methods include the press, radio and TV programmes, posters, wall papers and other printed material. Personnel from different governmental agencies, including the mass media, and also from nongovernmental associations are involved. These programmes are basically financed by the government.

Correspondence Courses

Although this strategy is not widely employed in the Arab region, the work done by the University of Beirut can be mentioned as one model for higher-level education. This is also a valid strategy for the Open University for the Gulf States.

Opportunities to continue further education through correspondence are more feasible in the urban sector, since the postal services are not very efficient in the rural areas. Self-learning through correspondence courses rely on the participant's motivation to continue their education and must be supported by other means.

New Media

Radio, television, audio- and video-cassettes, records and other modern media should be used together with other methods as an integral part of post-literacy and continuing education programmes in order to attain the proposed educational objectives.

Many of the Arab countries have not yet utilised widely the new media for educational purposes but development programmes should employ these media, which can open new opportunities to learners in an attractive way, responding to their needs and interests.

The mass media have an important motivational role to play in raising the awareness of the people about the need for post-literacy and continuing education. They reach all social classes but special programmes should be prepared to serve the needs of the identified target groups.

Modern media are available means of distance education for self-learning programmes on different subjects.

In some Arab countries there are mobile units using new media which cover remote areas, raising the awareness of the people about education and culture. They show films and pictures related to cultural aspects.

In order to counterbalance the influence of the flood of foreign films, television programmes and video-cassettes, which exhibit patterns of behaviour contrary to the Islamic tradition, special efforts should be made to develop educational and cultural programmes stressing traditional values and culture.

Arab countries can also make use of programmes prepared by regional organisations such as the ones developed by ARLO, which combine modern media and printed materials.

Some problems related to the utilisation of modern media for post-literacy and continuing education are the lack of financial resources to cover the high costs of these media, the insufficiency of qualified human resources and the fact that responsible authorities are not convinced of their importance for adult education.

Traditional and folk media

Although the importance of traditional and folk media for adult education is not yet well recognised in all Arab countries, these constitute less expensive and more popular ways to reach the people in need of post-literacy and continuing education and are specially valuable for rural and nomadic groups.

The example of the traditional method applied in mosques to inform and educate the people not only about religious matters but also about the organisation of the life of the Muslim citizen in the Islamic society was clearly presented. The mosques can become Arab educational centres where citizens participate in different kinds of activities of a religious, social, cultural and economic nature. They offer open educational opportunities, free of charge, including special programmes of private lessons on different subjects to those interested. The teachers at these centres are volunteers.

Post-literacy and continuing education programmes employing traditional and folk media should take into consideration the

potentiality of the local environment for making adequate use of the available material and human resources, including voluntary action, in order to satisfy the needs and interests of their clientele. Attention should be paid to the educational and motivational value of folk music, traditional songs, proverbs and abstract arts for post-literacy and continuing education, taking into consideration the new social conditions prevailing among the groups to be served.

Sports and leisure programmes

The existing sports and leisure programmes do not always employ the allocated resources in an appropriate manner and do not adequately contribute to the educational purposes of satisfying the needs and interests of the people for whom they are geared. The importance of sports has been recognised as a healthy activity creating desirable behaviour patterns and indirectly increasing the individuals' productivity. Sports clubs and social clubs with organised leisure programmes could easily be involved in post-literacy and continuing education programmes related to personal and social development goals.

Emphasis on the Evaluation of the Strategies

Evaluation, which gives the necessary feedback for decision-making, should be a continuous process present at all steps in the development of learning strategies for post-literacy and continuing education.

It should make use of all means available in order to judge the quality of the respective strategy. It should start with an assessment of the needs of the participants in order to select the appropriate strategy and determine the objectives. If it is present during the planning stage, it helps, for example, in the preparation of printed material before publication. The contents of the strategy employed should be evaluated in order to see if these are adequate for achieving the objectives; this could be done by groups of specialists who would determine if contents are appropriate from linguistic, cultural and psychological points of view.

During an experimental or try-out stage with selected groups, the strategies should be evaluated to determine in the field their suitability to the needs and characteristics of the target population, with the participation of learners, teachers and supervisors.

Evaluation during the implementation of the strategy, employing observation and interview techniques, serves the purpose of determining weaknesses or shortfalls in time for corrective measures to be introduced.

A final evaluation is important to determine the effectiveness of the strategy and thus judge the quality of the programme. Such an evaluation usually refers to the learners' achievements, as in the case of parallel programmes which offer basic or vocational education. In these programmes a periodical evaluation of the learners is usually undertaken during the courses, too.

Impact evaluation is related to the effects of the strategy on the individual and his society after a certain period of time. It is important for determining changes in public opinion and behaviour patterns, for example, in occasional programmes based on needs and interests.

4.6 Problems and Issues of Special Significance for the Arab States

a. Groups having special needs

Two groups were identified as having special educational needs related to post-literacy and continuing education programmes: women and nomads. Dr A Yousif referred to the problems involved in providing educational opportunities to each of those groups and made some suggestions regarding the special attention they require.

Women

There are some social and cultural patterns characteristic of the Arab societies which constitute hindrances for the education of women. Girls do not attend schools in the same proportion as boys do. There are some innibitions of a social character and also a shortage of schools for girls. The problem is greater in the rural areas, where schools are often situated far away from homes and children have to walk long distances. Parents do not want to expose girls to certain dangers. This problem is met in some cases by teachers or nurses who visit houses, thus providing some education to girls and women in their homes.

Women represent half of the population. Their knowledge and vocational training should be broadened in order to satisfy their needs and aspirations. They have the right to be educated and to participate in their country's development and attempts are being made to give them equal opportunities. Many women work in factories and offices. Literacy, post-literacy and continuing education programmes should help them to acquire skills beyond those traditionally reserved for women.

In the urban areas more solutions are available for providing post-literacy and continuing education to women. The utilisation of the media and correspondence have been proposed, while in rural areas other solutions are still to be found.

Ms G Al-Jabi, a participant from Syria, complemented these ideas, stressing the importance of the participation of the educated women in literacy and post-literacy programmes from which other women and girls can benefit.

The past decade has witnessed a number of activities geared to the improvement of social conditions of women in the Arab States, including programmes for female illiterates and drop-outs. These have acquired literacy skills, as well as raising their level of awareness regarding health, their rights and duties, and general social matters.

In some Arab countries legislation related to literacy and post-literacy efforts has defined the responsibility of popular organisations in these endeavours. These are provided financial means for the programmes involving popular participation. Popular organisations are capable of influencing people psychologically and intellectually in order to create a receptive climate for literacy and post-literacy programmes, as well as favourable public opinion towards the virtue of learning in general and the need for education for women.

Women's organisations play an important role in this movement. They organise literacy programmes, some of which even make use of radio and TV broadcasting. They motivate neo-literate women to continue in a follow-up stage providing post-literacy education. They also play a role in attracting women educators to participate in the literacy campaigns. They are capable of mobilising voluntary efforts, organising seminars and meetings of women in different areas, and co-ordinating activities with other organisations.

The work done in this field by women's Unions must be highlighted. They have taken responsibility for participating in literacy and post-literacy programmes and proved their capacity for improving the skills of women by organising vocational training programmes for them. These activities have had a positive impact on the conditions of women by improving their qualifications and increasing their productivity.

There is still need for providing more literacy and post-literacy education opportunities to women in the Arab countries, specially to those who do not work outside their homes.

In the rural areas there are centres which provide services for improving the living conditions of the peasant family. These centres offer literacy classes and organise training programmes. They are capable of enhancing skills of women working in agriculture, as well as providing social and health services, including family planning.

"Union Institutes" are also important in raising the educational level of farmers by improving their knowledge and practical skills. Women benefit from these programmes too.

Women's organisations also work on the improvement of social conditions of women in the rural areas. They are striving to attract more women and girls to participate in educational programmes by convincing them, as well as men, of the benefits to be derived from attending primary school classes and of the necessity for education for women in general.

Nomads

Nomadic groups constitute a high percentage of the population in most Arab States. They are on the move for long periods and are settled in one place only for a few days or months. Due to the hard conditions of the environment in which nomads live, there is a very high percentage of illiteracy among them. Here again, literacy programmes should be linked with post-literacy education.

The nomadic society is constituted of three elements: human beings, animals and plants; these depend upon each other completely. There is the following division of labour: youth and men shepherd grazing animals; women do the milking and prepare dairy products; the elderly and children guard the camp and tents.

Educational programmes for nomads should take into account their special needs in connection with the health of human beings, the care of animals, and the development of grazing areas which require protection from degradation of the environment caused by winds and weather conditions.

Development programmes should offer nomads opportunities to acquire skills which could open new economic possibilities, thus helping them to avoid the tragedies they suffer during times of drought and famine - skills related to woodwork, carpet weaving, and dairy production.

It is necessary to convince these groups about the need for changes in social and economic traditions which can be achieved through the education of all members of the group (men, women, youth and adults).

Some Arab countries are applying special strategies to provide education to nomadic groups, for example, the mobile school with one teacher who travels and lives with the group, teaching children and those adults who also want to learn. In other countries the "wise man" or "religious man" who accompanies them and provides information and knowledge about pilgrimages and other religious procedures could play an even more important role from an educational point of view.

Another strategy is that of creating centres to offer literacy and post-literacy education within the camps as a part of the mobile school. A small library could be added in order to strengthen the reading skills and provide new knowledge. Other strategies such as radio broadcasting and correspondence courses could be used in educational programmes for these groups, according to each country's possibilities and experiences.

Two successful experiences were reported in connection with the education of groups with special needs: long-distance truck drivers in Iraq are reached by means of audio-cassettes to which they listen on the road and by teachers who look after their linguistic competences and provide them with some instruction where they stop for rest; seamen who participate in educational programmes during their trips.

b. Regional co-operation

The need for connecting the efforts being made for combatting illiteracy with complementary efforts in the field of post-literacy and continuing education was emphasised during the seminar. Comments on the recognition by outsiders of the validity of the Arab strategy for the eradication of illiteracy and the progress achieved so far led to the statement of the need for a clear policy for post-literacy and continuing education in the Arab States, linked with national and regional development plans.

Better forms of co-operation among the countries of the region in this field were proposed as urgent requirements, with due attention to the practical side of the issue. Shortages in financial and human potential could be reduced by means of appropriate co-operative efforts. The linguistic and cultural unity of the region is a facilitating factor for sharing experiences and producing materials, printed material as well as audio-visual, which could be used in all Arab countries with small adaptations to suit the particular national differences. Even the use of the Arab satellite for educational programmes in this field, which is still considered as a dream, could become a real form of co-operation.

Regional organisations are examples of international co-operation among the Arab countries. All the organisations represented in this seminar have undertaken collaborative programmes to serve the needs of the region. Further co-operative work in the field of post-literacy and continuing education is still needed, which can be co-ordinated by regional organisations. Experts from one country could also serve other countries; experiences from one country could be disseminated in and adapted to others.

Mutual assistance, including financing of the efforts, considering that there are rich countries in the region, should be a key factor in order to achieve the aims and aspirations of the Arab region in the field of post-literacy and continuing education related to development goals in personal, social, vocational and economic spheres.

4.7 Evaluation of Post-Literacy and Continuing Education Programmes

During a plenary session the participants had the opportunity to comment on their experiences in the field of evaluation. They recognised the need for further work in this area in the Arab region. The efforts made by ARLO to promote the evaluation of the literacy campaigns were mentioned, and reference was made to the guide this regional organisation has produced and disseminated among the Arab countries as a concrete contribution to help literacy workers undertake and benefit from evaluation at different levels.

Evaluation was viewed as a comprehensive process accompanying the planning and implementation of any programme using feedback to simplify decision-making. It could be done as an internal part of the programme or externally, but should be present in all stages, including an evaluation of the impact as a follow-up to the programme. All persons involved in the programme should participate in its evaluation, starting with the learner and the learning unit, on up to supervision and management at local, provincial and national levels; this would permit a comprenensive evaluation of the programme concerned. This global evaluation requires many different tools and techniques (tests and examinations, observations, interviews, critical reports, public opinion surveys, etc.), depending on the aspect under consideration.

Dr R H Dave complemented these ideas in connection with post-literacy and continuing education programmes, both in the light of the objectives proposed for these programmes and in the light of an improvement or development oriented approach. A model including all the stages of the programme and the different dimensions of evaluation was also presented. The following paragraphs summarise this approach.

Starting from the consideration of whether the objectives proposed for the learners participating in post-literacy and continuing education programmes (retention, continuation and application of the learning acquired) have been achieved or not, we move to the sphere of learner evaluation.

In order to achieve learning objectives, learning strategies have been proposed, the evaluation of which is important as a kind of curriculum evaluation. But these strategies are a part of educational programmes; monitoring and evaluation of

the programmes as a whole, including financial, administrative and academic aspects, should be undertaken in order to introduce corrective measures in time during the implementation of the programme. Going beyond learner evaluation means moving from a measurement oriented approach towards an improvement oriented approach. Evaluation thus becomes a tool for enlightenment, identifying what changes should be introduced in order to attain greater achievements; these could be, for example, changes in curricula, in teacher training, methods, materials, etc.

Moving from learning goals to development goals, the scope of evaluation is considerably broadened and involves going outside the educational system and analysing if anything worthwhile is happening there as an effect of the programme. This is impact evaluation.

The basic elements of evaluation are:

- The entity being evaluated: the learner's achievement, a learning strategy or some aspect of it, etc. The clarification of what is being evaluated helps in finding appropriate methods and procedures for the evaluation and increases the chances for ensuring its validity and reliability.

- The standards or indicators which are needed for comparison in order to determine whether some kind of change or development has been attained.

- The collection of evidence: gathering relevant information about the entity under evaluation, specially what changes have occurred. Evidence can be collected in a traditional manner, (testing, questionnaires) but innovative ways should be used in the evaluation of post-literacy and continuing education (observation, group dialogue, self-evaluation, anecdotal records, notebooks of learners, teachers' and supervisors' diaries, etc.). In the settings under consideration, attempts should be made to keep things simple; in order to make the evaluation practical, more qualitative, inexpensive and short, sophisticated forms should not be undertaken right from the start.

- The process of judgement: when comparing the evidence gathered according to the previously established criteria, some kind of a judgement emerges concerning the value or worth or merit of what is being evaluated. The interpretation of the evidence should yield a clear result in this respect.

- The use of the evaluation result for varied types of decision-making, such as improving the training of teachers, or a textbook, connecting development agencies etc. Here, evaluation becomes a process of collecting and analysing evidence in order to judge the value or worth of an entity under evaluation for various types of decision-making.

When developing a programme for post-literacy and continuing education, therefore, the question of evaluation in this broadened perspective should be considered at the same time and oriented towards improvement. The traditional way, which undertakes evaluation only at the end, should be rejected since it becomes a threat for many people involved in the programme. Final evaluations are also important, but evaluation should be included at the planning and implementation stages as well.

A new type of relationship between the stages of a programme and the dimensions of evaluation can be described by the following model (Figure 4).

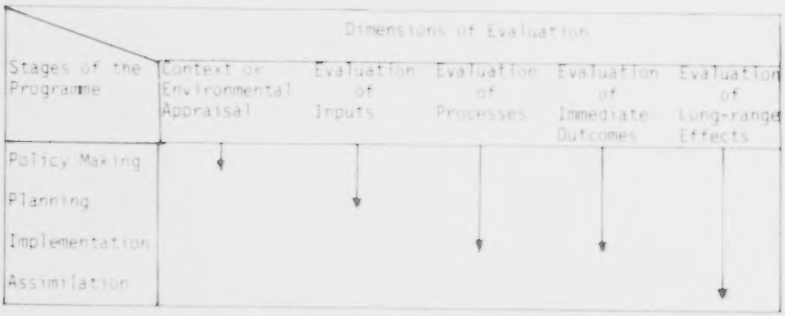

Figure 4: Relationship between Evaluation and the Stages of a Programme

Evaluation can be built into the programme, starting at the policy-making stage with the consideration of environmental or contextual variables; taking material and human inputs into account at the planning stage; looking at the pedagogical and management processes during the implementation stage - a consequence of which are the immediate learning outcomes. Finally, the long range impact has to be considered at a post-implementation stage of assimilation.

In this way a sort of built-in evaluation, improvement or development oriented, more comprehensive and, hopefully, more continuous could be practised.

4.8 Study Visits

The location of the orientation seminar in the Federal Republic of Germany was made use of for offering the participants another type of learning experience. Study visits were paid to two different institutions providing continuing education programmes in Hamburg. These are two examples of how the needs of people interested in further learning opportunities are satisfied in a developed country. The study visits were intended to allow the participants to gain some experience in how particular problems faced in an industrialised society are tackled, and relate them to their own experiences in developing countries.

In order to make the visits meaningful, some theoretical information about adult education in the Federal Republic of Germany was provided in advance to the participants; the recently discovered problem of illiteracy in industrialised countries was also discussed.

The problem of illiteracy in industrialised countries and the need for a theoretical framework

Dr Gottfried Hausmann, Professor Emeritus of the University of Hamburg and permanent collaborator of the UIE, referred to this problem in the following terms:

The problem of illiteracy has only recently been recognised as such in industrialised countries. It pertains not only to the immigrant population from less developed regions but also native-born citizens of these highly developed countries.

Although the first international seminar on literacy in developing countries took place in Teheran in 1965, it was only in 1981, in the United Kingdom, that a seminar concerning illiteracy in industrialised societies was held. The complex nature of this issue in these countries may call for solutions or approaches different from those which have been adopted in the Third World.

The first European country to pay attention to the problem of illiteracy was the United Kingdom. The English model, which combined a law guaranteeing the right to read and write with a mass media motivational campaign and initiatives at the local level, was followed by other European countries.

Although the situation is different in Scandinavian, central West European and Mediterranean countries, all of them have taken measures to arrest the problem of illiteracy in their industrialised societies.

In tackling this issue one of the most difficult tasks, on account of various psycho-sociological factors, is the identification of the target group. The qualitative assessment is limited to socio-economic considerations, and the figures given as estimates proved to be of little help in tackling the problem. The paradoxical lack of a theoretical foundation was also observed. (Very few studies start with suitable concepts, despite the fact that developing a good theory on the problem of illiteracy would give efforts in this area a greater impact.)

Literacy should be considered in a broad sense. For every situation in life, people need complex competencies which may not have been acquired. The required competencies may be stratified in such a way that those related to reading and writing are taken as the starting point (α competencies); but scientific competencies are also needed, as well as social competencies for understanding one's situation. All these lead towards a goal (ω) related to better development and quality of life of individuals and their society. Co-operation and participation are essential to attain this goal, involving the principle of education for all.

A conceptual framework - not confined to the industrialised societies - should take into account man and his fundamental needs, his environment (rural or urban), as well as his social milieu and values, which constitute the human habitat.

Literacy work should start with the analysis of the situation (preconditions), followed by the identification of needed competencies (α competencies and others), the conceptualisation of strategies to be adopted, the organisation of structures (formal, nonformal and informal), and then the implementation of activities. All these steps should be situation-specific, since few general solutions would be applicable. The result would be a kind of learning which enables the participants to act upon it in search for development and the improvement of the quality of life.

Prior to the study visit to one of the centres of Adult Education (VHS) located in Hamburg, Professor Dr K Meissner, Director of the Volkshochschule, Hamburg, presented very relevant information about the functions and organisation of this institution, which constitutes the most important experience in the country in terms of the range and number of courses offered.

An abbreviated formula to describe their task, as understood by the VHS is: helping people to learn, to obtain information, to gain orientation and to act by themselves. These are basic principles for their work in a great variety of courses in different fields of general and vocational education.

There are about a thousand VHS in the Federal Republic of Germany. These differ a great deal in their organisation at community and state levels, which are the levels financing these institutions, according to state laws (although another source of financing are the fees paid by the participants). Together, all the VHS in any one state form the State Association of VHS. The German Association of Adult Education (DVV) is in turn composed by the State Associations.

Since they were founded in 1914, the VHS have evolved along with German society. In view of recent concerns, the VHS have developed special programmes for the unemployed, which offer courses in new professional fields and provide information about meaningful activities to occupy the involuntary free time of the unemployed, as well as encouraging them to undertake new tasks. The VHS continue to provide foreign labourers and their families with opportunities to learn German and become oriented in the social, cultural and economic spheres. Intensive courses

for workers are offered, which can be attended during the two-week paid educational leave to which all workers are entitled by law as part of a well established system of recurrent education throughout the country.

The main task of DVV is to disseminate information about the functions and role of the VHS in the country. It also runs three institutes: the Education Research Institute in Frankfurt, where special learning programmes in the different fields of knowledge are developed and then offered to the individual VHS; the Institute for Media Education, which translates the inputs given by the media, mainly television, into the work of adult education; and the International Institute which helps developing countries to organise and im lement adult education programmes (including literacy) and in the training of adult educators.

A study visit, planned as an integral part of the seminar, was made to the Hamburger Volkshochschule Stadtbereich West (Adult Education Centre Hamburg West), a concrete example of this type of institution. About 250 courses in a great variety of fields are offered in this fairly well-equipped adult education centre. There are computers for data processing courses, as well as the special equipment required for learning languages, metalwork, sewing, ceramics, photography, etc. This centre offers courses from morning till late evening; most of them take place once or twice a week, but there are also intensive and weekend courses. Special programmes are those for the unemployed, "German for Germans", and others with political, philosophical or psychological contents.

Participants of the orientation seminar had the opportunity to visit the classes, observe, and ask questions of learners and teachers. In addition, there was a discussion on how the VHS are paying attention to the problem of illiteracy among German citizens who, in spite of having attended school for 6 to 9 years, did not acquire the basic skills of reading and writing and are now being given a second opportunity to learn in an institution which can also offer them multiple options for further education.

The Foundation for Vocational Education for the Unemployed was founded in Hamburg in 1982 as an educational programme addressed to the growing problem of unemployment in the Federal Republic of Germany. It offers continuing education programmes to unemployed youth and adults who need vocational training.

The learners, belonging to a socially disadvantaged category in a developed society, are placed at an initial level appropriate to their educational background and needs. They are provided, as required, with full-time literacy courses, vocational orientation, and information about the labour market and/or pre-qualification in industrial technical areas.

The educational programmes are related not only to the world of work but also to the personal and public life of the participants. The pre-qualification level enables the trainees to select their vocational field among a variety of options, including new technologies. There are also opportunities of further training and retraining for various avenues of employment.

Although the institution cannot guarantee that the trainees will find a job immediately, it does provide them with skills without which their chances for employment would be much less in the type of industrialised modern society they live in.

Participants of the orientation seminar also visited this institution as part of the programme. The information they were given roused their interest in relation to both academic and administrative aspects. They had the opportunity to visit the workshops for the pre-qualification programme and to discuss in depth this educational attempt aimed at helping people to find a place in a competitive labour market by equipping them - starting from the most basic - with more qualified occupational skills.

5. THE GUIDELINES FOR FUTURE ACTION

One of the objectives of the seminar was the preparation of guidelines in the field of post-literacy and continuing education. Participants from the countries involved were to prepare guidelines for local (national) level action, while those prepared by the delegates from the regional organisations represented in the seminar were for regional level action.

Fourteen guideline documents for local action and four regional guideline documents were completed by the participants during the seminar. These documents were intended first and foremost to be useful to the participants in carrying out further work in their respective countries or organisations. In order to share the outcomes of the individual or team work undertaken in the preparation of the guideline documents, these were duplicated and distributed to the participants. All the guidelines were presented and discussed in the final sessions of the seminar.

An additional analysis of the guidelines was made after the seminar for inclusion in this report. It identified the main trends in this field in the Arab States and the types of actions which should be implemented at local and regional levels for the further development of post-literacy and continuing education programmes.

5.1 National Guidelines

In spite of the progress made with regard to literacy in the Arab region in general, since the adoption of the Arab strategy, most of the Arab States are still confronted with the problem of illiteracy on a massive scale. Illiteracy rates are higher than 50 per cent for the population aged 15 and over; these rates are higher among women and nomadic groups. In order to significantly reduce the problem of mass illiteracy, these countries are urged to make substantial changes in their policies and priorities and in the actions which have been implemented. They need to:

- give priority to the universalisation of primary level education for children, illiterate youth and adults, through both formal and nonformal means, with greater emphasis on the nonformal;

- expand the existing literacy programmes to service a wider clientele, paying special attention to women and nomads;

- carry out national campaigns to mobilise support for literacy, post-literacy and continuing education programmes and to motivate those in need of such programmes;

- develop and sustain post-literacy and continuing education programmes for out-of-school youth and adults as a follow-up action to the literacy efforts.

As a result of literacy programmes, some other countries are shifting from mass illiteracy, achieving literacy rates of between 50 and 70 per cent. However, these countries still need to emphasise actions geared to:

- the universalisation of primary level education for children, illiterate youth and adults, specially through nonformal means;

- the expansion of existing literacy programmes to service a wider clientele, including special programmes for women and nomads;

- the linking of post-literacy programmes for out-of-school youth and adults to their literacy efforts;

- the development of continuing education programmes to provide further education opportunities in the perspective of lifelong education.

The guidelines proposed by the participants for tackling post-literacy and continuing education work in the future in their respective countries may be grouped under curricular and administrative aspects.

A. Curricular aspects

This aspect is linked to the purpose of the programmes and the clientele to be served. In general, three main foci were emphasised:

- Post-literacy education for neo-literates related to everyday life situations, considering their needs and interests, which would guarantee them the retention of literacy skills and the development of other types of abilities needed for solving the problems which arise in their daily lives;

- Basic education (equivalent to the primary level education in the formal system) provided for drop-outs, youth and adults with an inadequate level of education in order to open up to them possibilities of either joining the formal system or continuing to learn in a parallel system comprising higher levels of education;

- Vocational education for those in need of occupational skills in order to apply for a job and training and retraining of workers with a view to them acquiring more specific skills for the improvement of productivity and the economy.

Content

Courses of action were proposed with regard to:

- the adaptation of curricula to suit the interests and needs of the learners, founded upon their life experiences, practical concerns, psychological characteristics and particular circumstances (rural, urban, nomadic, etc.);

- the inclusion of a broad range of realistic issues related to their daily lives, such as: health and nutrition; protecting the environment; political, religious and cultural matters; technical and scientific skills; income-generating skills, especially for youth, women, nomads; improvement of agriculture; rural development; popular culture; leisure activities etc., besides the subjects offered in the parallel systems for basic education.

Learning strategies

Most of the learning strategies discussed in the seminar were recommended as possible means to be utilised in the Arab countries in order to achieve the objectives for post-literacy

and continuing education programmes in the perspective of life-long education. Some suggestions relating to learning strategies common to most of the guidelines are summarised below:

- Systems of basic and continuing education up to university level, parallel to the formal system, should be further developed in order to guarantee opportunities of general and vocational education suitable to the needs of adults.

- Special consideration should be given to public and school libraries and reading centres. These should be provided with relevant reading material so that the interests of adults are satisfied, and librarians could be trained to help adults make use of the services offered. The fullest possible use of mobile libraries would assure the accessibility of reading material.

- In addition to books, the use of other print media such as magazines, newspapers and wall papers for neo-literates should be encouraged. Specialists and other skilled people should be encouraged to undertake the task of their production, and neo-literates should also be given the opportunity to participate.

- More extensive use of the learning strategies of modern media - radio, TV, films, records, slides, audio- and video-cassettes - should allow post-literacy and continuing education programmes in most Arab countries to reach a wider clientele. Mobile units making use of these media should be implemented for the purpose of reaching local discussion groups. The mass media should serve as means for self-learning.

- An increased use of traditional and folk media as well as exhibitions, which could provide a variety of information in popular terms, should be achieved after further research is done in this field.

- Sports and hobby clubs and organisations promoting social activities should be encouraged to prepare educational programmes.

- An approach comprising a combination of various learning strategies, e.g., radio and TV programmes supported by printed materials, in a parallel system should ensure greater success.

The need to provide on-the-job training for workers in the field of post-literacy and continuing education was recognised by everyone. The participants put forward the following concrete proposals:

- Training seminars or courses specifically focused on the development and use of learning strategies will be organised.

- Teacher training centres to train sufficient personnel for the different tasks to be undertaken in this field will be established.

- Specialists with a variety of vocational skills will be trained as teachers for post-literacy and continuing education programmes.

In addition, it was suggested that more trained teachers be involved in post-literacy programmes as a way of rationalising the human resources needed for the work in this field. The training of volunteer personnel willing to help in various ways was also suggested as an urgent solution to the problem of lack of personnel.

b. Administrative aspects

In most Arab countries there are legal dispositions for establishing and regulating work in the field of literacy, but many countries either lack adequate regulations concerning post-literacy and continuing education or such regulations are not being adhered to. A need for new policy initiatives with regard to post-literacy and continuing education programmes was recognised. These should state the necessary link between efforts in literacy and post-literacy and should assign responsibilities for administration and co-ordination.

The national councils for adult education which already exist in most countries should be composed of high-level authorities from governmental and nongovernmental organisations working in the field. Some provision should be made to guarantee their effective operation, not only in the formulation of policies, but also in their functions of co-ordinating and supervising the work.

The valuable role played by the mass media in conveying information about and increasing motivation for post-literacy and continuing education programmes was emphasised. Appropriate forms of publicity were proposed, which have as their main objective the participation of the target group of neo-literates and others in such programmes, whilst at the same time informing them about existing programmes and the benefits to be derived from their participation.

It was proposed that flexible arrangements be implemented to allow participants to attend programmes when it best suited them. These included evening courses, mobile units, activities connected with leisure time, work during military service, programmes in factories, volunteer work, etc., conceived as non-formal types of adult education.

The guidelines stressed that the multiplicity of literacy, post-literacy and continuing education programmes should not continue to be isolated efforts carried out in an independent manner by governmental and nongovernmental agencies. Links should be established and operational means for joint action devised in order to achieve this end.

These measures aimed at better co-ordination should involve workers' organisations, women's organisations and the public communication media in addition to ministries and special agencies working in this area of education.

At a national level, co-ordination should be the responsibility of the National Councils for Adult Education, but the local and regional committees within each country should operate at their respective levels, helping to co-ordinate work in the field.

Furthermore, co-ordination at both the Arab regional level and at the international level was also proposed in order to exchange experiences, adopt common strategies and materials, train personnel, and obtain financial support.

The need to undertake research and evaluation, seen as important components of post-literacy and continuing education programmes, was also considered in some of the guideline documents. This research and evaluation should provide the necessary knowledge and information on which to base planning, develop curricula, implement the programmes, introduce reforms, and improve the quality of further work in the field.

5.2 Regional Guidelines

In addition to UNESCO-BAS, which was one of the agencies which co-operated in conducting the seminar, four regional organisations from the Arab States participated in the seminar. Their representatives, besides stressing the need to develop further the learning strategies for post-literacy and continuing education which are being implemented in the Arab countries and giving some suggestions as to what form this development could take, proposed guidelines for regional level follow-up actions to be undertaken by the organisations.

These actions are grouped below with regard to various aspects:

- To hold training seminars and courses on learning strategies for post-literacy and continuing education in the Arab States for literacy workers at different levels in co-operation with other regional and international organisations;

- To train personnel to prepare the required learning materials, specially women leaders who would prepare post-literacy material for women, suited to the needs and interests of the target population.

- To prepare, publish and distribute printed material for post-literacy education, including self-learning materials to be used together with other learning strategies.

- To prepare, duplicate and distribute audio-visual material for post-literacy and continuing education.

- To carry out research studies on learning strategies and specific learning materials for post-literacy and continuing education;

- To gather and disseminate on a regular basis statistical data and other information and research findings about the work in literacy, post-literacy and continuing education in the Arab region.

To strengthen the links and co-ordination between the different regional organisations and carry out joint programmes and activities, with special emphasis on research, evaluation, training and preparation of material.

- To encourage the national organisations to develop flexible alternatives for post-literacy and continuing education, employing appropriate learning strategies in the perspective of lifelong education;

- To promote the necessary co-ordination at the national level between the different agencies working in the field.

6. EVALUATION OF THE SEMINAR

The monitoring and evaluation of the work of the seminar were carried out in several ways, not only in order to effect any adjustments felt necessary, but also to obtain from the participants their opinions about the seminar as a whole and its achievements.

Monitoring was undertaken with the help of a steering committee which met as and when it was felt necessary, and which also provided an informal vehicle through which participants' suggestions were channelled. Periodic summaries during plenary sessions also facilitated both reflection on work completed and anticipation of work that lay ahead. Several changes in the timetable were introduced as a result of this process.

A first round of questionnaire responses from the participants permitted an assessment of the preparatory work for the seminar. All the participants whose nomination was received on time were able to peruse the documents in advance. Most of them had read these documents in part, and the majority had also prepared the initial part of the guideline documents, as they had been requested to.

An overall final evaluation by the participants by means of a questionnaire provided evidence of their satisfaction with the academic, methodological, organisational and administrative aspects of the seminar as well as with its achievements.

The goals proposed for post-literacy and continuing education were considered appropriate by the participants in this context. They also agreed with the objectives of the seminar and considered the exchange of ideas of great value.

The participants concluded that the length of the seminar was adequate considering the experience of the delegates. They felt the distribution of time between general presentations and discussions in the plenary sessions and group work was appropriate. However, some delegates indicated that certain themes such as folk and traditional media were issues of special significance to the region with respect to learning strategies and the evaluation of post-literacy and continuing education programmes. As such, the view was that they merited more time and fuller analysis.

The documents and materials which were provided as inputs for the work, including those displayed during the seminar, were considered relevant and adequate. Indeed, participants expressed their desire to share them with colleagues in their countries.

Delegates expressed very favourable opinions concerning the participation of the regional organisations in the seminar. They saw it as essential for allowing information to be conveyed about general trends in the region and for providing more transfer of experience, recognising that future follow-up activities could be undertaken by the organisations involved.

Concerning the administrative aspects, which included travel arrangements, receptions, hotel accommodation, cultural activities, etc., most of the participants expressed very positive opinions.

One concrete outcome of the seminar was the preparation by the participants of guidelines for local or regional level action. These guidelines reflected the experience gained from the seminar by the participants in the sense that they contained many ideas that had been discussed. The participants proposed that both existing learning strategies be strengthened and that new strategies be introduced into post-literacy and continuing education programmes for which they are responsible, taking into account the specific situations in which such strategies are being and are to be applied.

7. FOLLOW-UP ACTIONS

Some further actions to be carried out in their countries in connection with the seminar were indicated by the participants:

- To share the experience they gained in the seminar with others working in the field by:

  (i) writing reports and disseminating information among literacy workers, authorities and politicians;

  (ii) organising seminars for literacy workers; and

  (iii) disseminating some of the documents provided for the seminar.

- To incorporate some of the learning strategies discussed in the meeting into existing programmes or to try to develop new programmes including such strategies as

  (i) special newspapers for neo-literates;

  (ii) parallel education programmes; and

  (iii) the new mass media.

- To improve the existing programmes and develop them further in order to include vocational and scientific skills;

- To emphasise the need for a post-literacy stage linked to the literacy programmes in the perspective of lifelong education;

- To propose the implementation of the guidelines prepared in the seminar;

- To try to find new ways and methods suitable to the particular needs of the countries based on what was discussed in the seminar;

- To make greater efforts in the training of teachers in relation to the learning strategies;

- To establish better co-ordination among different agencies working in the field at a local level; and

- To make use of the services of regional and international organisations.

Besides stressing the need for maintaining in the future links with UIE in order to continue the exchange of experiences, the participants proposed some follow-up actions to be carried out by the organisers:

- To send them further research results and publications of UIE in this area;

- To disseminate the results of the seminar as widely as possible;

- To regularly organise other meetings which would allow further developments in this field to be made and also the evaluation of what had been achieved;

- To bring about greater co-ordination among the participating agencies.

The follow-up actions proposed by the participants for their respective countries, as well as the recommendations made by them to the seminar organisers, are evidence of the delegates' commitment to an ensuing period of action after the time for reflection and dialogue afforded by the Orientation Seminar for the Arab States which was held as part of the UIE project on the Development of Learning Strategies for Post-Literacy and Continuing Education in the Perspective of Lifelong Education.

8. ANNEXES

Annex 1

COUNTRIES WHERE CASE STUDIES HAVE BEEN CONDUCTED

1980	1982	1983	1984	1985
International	Africa	Asia	Latin America and the Caribbean	Arab
Brazil	Kenya	China	Jamaica	Algeria
Cuba	Niger	Indonesia	Columbia	Egypt
India	Senegal	Nepal		Kuwait
Mali	Upper Volta	Thailand		
Nigeria		Viet Nam		
Tanzania				
United Kingdom				
Venezuela				

Annex 2

COUNTRIES AND REGIONAL ORGANISATIONS WHICH HAVE PARTICIPATED IN THE SEMINARS ON POST-LITERACY AND CONTINUING EDUCATION

International Seminar (1981)	African Seminar (1982)	Asian Seminar (1983)	Latin American and Caribbean Seminar (1984)	Arab Seminar (1985)
Bangladesh	Benin	Democratic Republic of Afghanistan	Antigua and Barbuda	Bahrain
Botswana	Burundi	Bangladesh	Argentina	Egypt
Brazil	Central African Republic	People's Republic of China	Barbados	Iraq
Colombia	Congo	Democratic People's Republic of Korea	Belize	Kuwait
Costa Rica	Ethiopia	India	Bolivia	Libya
Cuba	Gambia	Indonesia	Brazil	Mauritania
Egypt	Ghana	Lao People's Democratic Republic	Chile	Morocco
Ethiopia	Guinea	Malaysia	Colombia	Somalia
India	Guinea-Bissau	Nepal	Commonwealth of Dominica	Sudan
Indonesia	Kenya	Pakistan	Costa Rica	Syria
Iraq	Liberia	Papua New Guinea	Dominican Republic	Tunisia
Jamaica	Madagascar	The Philippines	Ecuador	United Arab Emirates
Kenya	Malawi	Republic of Korea	El Salvador	Yemen, Arab Republic
Mali	Mali	Socialist Republic of Vietnam	Grenada	Yemen, People's Democratic Republic
Mexico	Mauritania	Sri Lanka	Guatemala	
Nepal	Niger	Thailand	Guyana	
Nicaragua	Rwanda		Haiti	
Nigeria	Senegal		Honduras	
Somalia	Sierra Leone		Jamaica	
Sudan	Somalia		Mexico	
Tanzania	Swaziland		Nicaragua	
Venezuela	Togo		Panama	
Zambia	Uganda		Paraguay	
Zimbabwe	United Republic of Cameroon		Peru	
	United Republic of Tanzania		Saint Lucia	
	Upper Volta (Burkina Faso)		Surinam	
	Zambia		Uruguay	
	Zimbabwe		Venezuela	

International Seminar (1981)	African Seminar (1982)	Asian Seminar (1983)	Latin American and Caribbean Seminar (1984)	Arab Seminar (1985)
Arab Literacy and Adult Education Organisation (ARLO)	Unesco Regional Office for Education in Africa (BREDA)	Unesco Regional Office for Education in Asia and the Pacific (ROEAP)	Unesco Regional Office for Education in Latin America and The Caribbean (OREALC)	Unesco Regional Office for Education in the Arab States (UNEDBAS)
	African Adult Education Association	Asian Cultural Centre for Unesco (ACCU)	Caribbean Council for Adult Education (CARCAE)	Arab Literacy and Adult Education Organisation (ARLO)
	Afrolit		Latin American Council for Adult Education (CEAAL)	Regional Centre for Functional Literacy in Rural Areas for Arab States (ASFEC)
	CREAA		Caribbean Network of Educational Innovation for Development (CARNEID)	Education Innovation Programmes for Development in the Arab States (EIPDAS)
	INADES/FORMATION		Regional Centre of Adult Education and Functional Literacy (CREFAL)	Adult Education Leaders Training Centre for Arab Gulf States (ARABTAM)
(24 countries) (1 Regional Organisation)	(28 countries) (5 Regional Organisations)	(16 countries) (2 Regional Organisation)	(28 countries) (5 Regional Organisations)	(14 countries) (5 Regional Organisations)

Annex 3

LIST OF PARTICIPANTS

National Participants

BAHRAIN

Mr Mohamed Abbas Ahmed	Director of Adult Education Ministry of Education P O Box 70 Manama

EGYPT

Mr Ahmed Abdel Fattah Yousef El-Nahas	Adult Education Expert General Department of Adult Education Ministry of Education Cairo
Mr El Metwalli Hassan Mansour	Director General Department of Adult Education Ministry of Education Cairo

IRAQ

Dr Walid Kahdir Al-Zand	Director of Curriculum Department Supreme Council of Literacy Comprehensive Campaign Ministry of Education Baghdad
Mr Muhammad Naas	Director of Literacy in Basrah Directorate of Literacy Hay Al-Khalij Al-Arabi No. 2071/2278 Basrah

KUWAIT

Mr Fahhad M M Al-Fahhad	Administrative and Financial Supervisor Adult Education Department Ministry of Education Kuwait

Mr Deeb Abdulla Khabbass	Technical Inspector for Cultural and Social Activities Literacy and Adult Education Department Ministry of Education Kuwait

LIBYA

Mr Moh Musbah Ben Rabha	Head of Department of Literacy and Adult Education Ministry of Education Tripoli
Mr Ragab Hadi Diyaf	Director Department of General Education Ministry of Education Tripoli

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SUDAN

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Mr Abd Al-Aziz Essmail Ali Al-Battah	Director Zabid District Training Centre Zabid - Al-Hodida
Mr Mohamed M Al-Mudwahi	Director of Literacy Section Ministry of Education Gamal Abdul Nasser Street Sana'A
Mr Yehi Abdelwahab Al-Saidi	Chief Education and Basic Training Department Ministry of Education Gamal Abdul Nasser Street Sana'A

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Mr Ahmed Saleh Aleisi	Deputy Minister of Education Ministry of Education Aden
Mr Ali Ahmed Makraa	Director of Technical Department for Literacy and Adult Education Ministry of Education Aden

ARABTAM

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INTERPRETERS	Mr Shawki El Kilani Ms Gracia Namour
SECRETARIAT	Ms Imke Behr Ms Ursula Giere Ms Dominique Lachkar Ms Louise Silz Ms Ilse Weichert

Annex 4

DAILY TIME SCHEDULE

	Morning Session:	09.00-12.30
	Coffee Break:	10.30-11.00
	Afternoon Session:	14.30-18.00
	Coffee Break:	15.30-16.00

Morning Session:	08.00-08.45	Registration
	09.00-10.30	Opening of the Seminar (Please see separate programme)
	11.00-12.30	(i) UIE's integrated programme of review of case studies and research-based orientation programme of post-literacy and continuing education in the context of lifelong education leading to (a) [illegible] of literacy skills, (b) [illegible] of learning up to basic education and beyond, and (c) [illegible] of new learning for development. (ii) Information about the use of case studies, lifelong education literature and other related materials for the development of learning strategies for post-literacy and continuing education.

Afternoon Session:

(i) Nature and magnitude of the problems of post-literacy and continuing education for (a) Adults, (b) Out-of-School children, and (c) Special groups, especially women and girls, people in remote rural areas, and nomadic populations.

(ii) A brief review of the global situation regarding literacy, post-literacy and primary level education for adults as well as school-age children with special reference to Arab States.

(iii) Discussion on some fundamental issues relating to literacy, post-literacy and continuing education from a regional perspective.

Morning Session:

(i) Literacy, post-literacy and continuing education at the basic level and beyond in the framework of a system of life-long education.

(ii) Principles of totality, integration, democratisation, flexibility, self-directed learning, educability.

(iii) Development: personal, social, vocational. Quality of life. Role of literacy, post-literacy and continuing education in development.

(iv) Overall goals of literacy, post-literacy and continuing education programmes.

Afternoon Session:

(i) Discussion on situation-specific definitions of literacy, post-literacy learning, continuing education, basic education, lifelong learning; development and quality of life.

Morning Session:

(i) Presentation of group reports followed by discussion

a) Definitions of literacy, post-literacy, basic education and continuing education

b) The concept of development in relation to literacy, post-literacy and continuing education

c) The concept of lifelong education and its relationship with literacy, post-literacy and basic education

Afternoon Session: F R E E

Morning Session:

(i) Discussion of group reports (continued)

(ii) Co-ordination and integration of post-literacy and continuing education with other development programmes

(iii) Curriculum delivery and implementation in post-literacy and continuing education programmes. Organisation of content

Afternoon Session:

(i) Discussion on curricular aspects (continued)

(ii) General discussion on post-literacy and continuing education strategies and approaches based on research studies of UIE and other agencies

(iii) Some examples of learning strategies from the case studies

(iv) General discussion on the preparation of guidelines for local (national) level action

Morning Session:

(i) Discussion on learning strategies

Afternoon Session:

(i) Study visit to the Foundation for Vocational Education of the Unemployed (See separate programme)

Morning and Afternoon Sessions:

(i) Preparation of guidelines for local level action

Morning Session:

(i) Discussion on the Study visit to the Foundation for Vocational Education

(ii) The problem of illiteracy in industrialised countries

(iii) Problems and issues of special significance for the Arab States

- education of women
- education of nomadic groups

(iv) Discussion on learning strategies (continued)

Afternoon Session: F R E E

Morning Session:

(i) Discussion on learning strategies (continued)

(ii) Presentation of videos and a film on learning strategies

Afternoon Session:

(i) Discussion on learning strategies (continued)

(ii) Preparation of guidelines for local level action

Morning Session:

(i) Presentation of group reports on learning strategies followed by discussion

a) Print Media (Newspapers, wall papers and magazines for neo-literates; textual materials, supplementary and followup reading materials, extension literature produced by development agencies; libraries for new readers; museums and exhibitions

b) Out-of-school programmes parallel to the school system and other nonformal courses; occasional programmes based on special needs and interests; correspondence courses; local study and action groups

c) New media (radio, TV, audio- and video-cassettes, films, etc.); traditional and folk media; sports, games and physical culture

Afternoon and Evening Sessions:

(i) Discussion on group reports (continued)

(ii) Presentation of the work of the German Association for

Adult Education. The Volkshochschule as an example of Adult Education in the Federal Republic of Germany

(iii) Study Visit to the Volkshochschule (VHS) Hamburg West (See separate programme)

Morning Session:

(i) Discussion on the Study Visit to the VHS

(ii) Discussion on regional and national co-ordination and co-operation for post-literacy and continuing education programmes

(iii) Monitoring and evaluation of post-literacy and continuing education programmes; evaluation of learners and evaluation of conditions under which learning takes place; impact evaluation of literacy and post-literacy programmes

Afternoon Session:

(i) Presentation of guidelines

Morning and Afternoon Sessions:

(i) Presentation of guidelines (continued)

Morning Session:

(i) Discussion on the training of

literacy and post-literacy workers

(ii) Some legal aspects of literacy, post-literacy and continuing education

(iii) Suggestions for future action

(iv) Closing of the Seminar

Annex 5

LIST OF DOCUMENTS

Number Series

1 Some Curricular Aspects of Post-literacy and Continuing Education of Neo-literates
by H S Bhola (Arabic and English)

2 Issues in Post-Literacy
by Anil Bordia (Arabic and English)

3 Learning Strategies for Post-literacy and Continuing Education in Tanzania
by Z J Mpogole (Arabic and English)

4 The Development of Learning Strategies for Post-literacy and Continuing Education of Neo-literates in the Perspective of Lifelong Education in Indonesia
by A Iskandar, S Sihombing et al (Arabic and English)

5 The Development of Learning Strategies for Post-literacy and Continuing Education of Neo-literates in the Perspective of Lifelong Education in Venezuela
by Antonio Valbuena Paz (Arabic and English)

6 Learning Strategies for Post-literacy and Continuing Education in Algeria
by Abdallatif Fetni (Arabic only)

7 Learning Strategies for Post-literacy and Continuing Education in the Perspective of Lifelong Education in the Arab Republic of Egypt
by A F Galal and S Nassar (Arabic only)

8 Development of Learning Strategies for Literacy, Post-literacy and Continuing Education in Kuwait
by Y A Al-Sharah and D Khaterli (Arabic only)

Letter Series

A	Revised List of Participants	(English)
B	A Note on the Orientation Seminar for the Arab States on Post-Literacy and Continuing Education in the Perspective of Lifelong Education by Ravindra H Dave	(Arabic and English)
C	Tentative Daily Time Schedule	(Arabic and English)
D/A	Guidelines for Local Level Action: Proposed Format to be Used by the Participants	(Arabic and English)
D/B	Guidelines for Local Level Action in Kenya by P E Kinyanjui / David Macharia	(Arabic and English)
D/C	Guidelines for Local Level Action in Jamaica by L Thomas / M Moulton-Campbell	(Arabic and English)
E	Literacy Situation in the Arab States (some statistical data)	(Partly Arabic, Partly English)
F	1. The World Literacy Situation 1970, 1980 and 1990 2. Illiteracy in context by E A Fisher	(English)
G	Some Definitions and Comments relating to Literacy and Post-Literacy Learning: quotations from selected sources	(English)
H	Some Definitions and Comments relating to Lifelong Education, Basic and Continuing Education: quotations from selected sources	(English)
I	Museums and Exhibitions as Learning Resources in the Community by Professor Gottfried Hausmann	(English)
J	Learning Strategies for Neo-literates: The Vocational Component of Basic Education by Gert Loose	(English)

Letter Series

K Evaluation of education reforms and programmes: some aspects to be considered (English)

L Communication and Education by Henri Dieuzeide (English)

M Folk Media as a Learning Strategy: Some aspects to be considered (English)

N Designing a System of Evaluation and Monitoring for Literacy and Post-Literacy Programmes by Ravindra H Dave (English)

O Issues Concerning Literacy, Post-literacy and Continuing Education of Women (English)

P Some Definitions, Comments and Experiences on the use of New Media in Initial and Continuing Education: extracts from selected sources (English)